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ABSTRACT

Interviewing as it is developed in this publication is a disciplined encounter technique for counselors and reference librarians who wish to be more effective in serving the individual patron. There seems to be two polar types of patrons: those who will not talk, and those who will not stop talking. Without training, librarians tend to rush patrons to the books rather than take the time to encourage the patron to discuss his purposes and interests. The following subjects are discussed: (1) orientation to the interview, (2) patron-librarian interface, (3) counseling in librarianship, (4) interpersonal aspects of librarian counseling, (5) psychological dimensions of librarian counseling and (6) interview question analysis. The appendices contain examples of the non-directive interview, the directive interview, and functional interviewing. (For more information on this subject see LI 002 783 and LI 002 785 to LI 002 786.) (Author/NH)

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INTERVIEWING
for
Counselor and Reference Librarians

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INTRODUCTION

Fifty years ago in librarianship, leaders in the profession were calling for more textbooks and a more substantial literature upon which to base the instructional processes in library education. Today, a similar situation exists in the field of human communication for librarians. There is a lack of discussion among librarians not only of communication methods but also of theory. In fact, it is difficult to cite even one reference dealing with the techniques of advisory counseling for librarians.

The first generation of textbooks for librarianship tended to emphasize the mechanical, the routine, the reference source and the managerial. Even today, the emphases remain on systems analysis, operations research, flow charting, etc. Hopefully a new generation of professional treatises may be on the verge of development. Surely the time has come to consider and to explicate the human relationships of the librarian and his interpersonal communications. It is hoped that this publication will help to make a contribution perhaps not to the full realization of this new field of study but hopefully as a precursor of such developments.

One feature of this publication, is the appearance for what maybe the first time of recorded counselor librarian interviews. This is an old technique in counseling, but librarianship has been hampered in employing such a method by the absence of an interpersonal theory of communication. Without a theory it is difficult to interpret let alone evaluate activities. These interviews were originally videotaped and any serious student of interviewing for counseling, particularly in-service in libraries, should consider videotape for self evaluation purposes.

For many years, librarians have been trained in using the indexes to information sources for reference and advisory services. There is even an extensive literature on the use of reference sources. Consequently, it is not surprising that annotated lists of materials for reading, viewing and listening have been developed in library advisory services for almost as many interests as patrons have cared to express. However when it comes to the encounter situation itself, no training has been provided librarians during the last hundred years of library education. Upon graduation from the library school, the librarian is exhorted to do interviewing for counseling, guidance and reference retrieval. Apparently he is expected to learn on the job all the encounter skills needed to become an effective reference, information and advisory librarian.

Interviewing as it is developed in this publication is a disciplined encounter technique for counselor and reference librarians who wish to be more effective in serving the individual patron. To become a counselor, many librarians and especially the professional recruit will have to overcome their initial insecurity, lack of ability and the frequent inclination to ignore the patron's need and often deep-felt but inchoate desire to symbolize and express interests and concerns. Without some formal instruction and continuous self instruction in counseling techniques, librarians will have difficulty in becoming more socially relevant to their patrons.

Librarians who are not trained in interviewing for guidance and counseling exhibit insecurity particularly in helping inchoate patrons talk out felt needs. There seems to be two polar types of patrons: those who will not talk, and those who will not stop talking. Without training, librarians tend to rush patrons to the books rather than take the time to encourage the patron to discuss his purposes and interests. Lip service may often be paid to the importance of the individuall but in practice the patron is brushed-off if his inquiry cannot be expressed and negotiated in less than five minutes.

Librarians generally ignore the plight of many patrons and potential patrons who are not skilled in the intrapersonal communication skills of reading, viewing and listening let alone the functions of creative and critical thinking. However, a few counselor librarians have begun to serve the patron as catalyst in order to promote patron-conversation and patron-verbalization about their perceptions. Librarians have finally become somewhat concerned about human communication in encounter situations and the use of a wide range of community resources for referral purposes.

It is hoped that this publication will contribute to a greater professional sophistication in library counseling processes which are so essential to the successful completion of advisory and reference services Each patron needs to be helped to come to terms with his unorganized life experiences and to verbalize sufficiently on what may well be perceived as disparate experiences so that concepts can emerge. Many librarians are beginning to recognize that no other profession can meet this need because of the rapidly growing complexity and the logical sophistication of indexing systems which require a high degree of cognitive flexibility on the part of the patron.

Until recently, there were few references on counseling, guidance and interviewing from the librarians point of view. The reader may wish to refer also the following related publications: Advisory Counseling for Librarians (Bookstore, University of Pittsburgh); "Communication Science," in Encyclopedia of Library and Information Science (Dekker, 1968). These discussions of communications for librarians result from the work done by the Program of Research in Library Communication at the Graduate School of Library and Information Sciences, University of Pittsburgh.

ORIENTATION TO THE INTERVIEW

The interview may have any one or all of three general functions. It may be used in securing information from people, in giving information to them, and in helping them influence their own behavior in certain ways. The kinds of information sought in the interview cover not only observable, objective facts as to conditions or events, but also subjective facts such as opinions, interpretations, and attitudes of the person being interviewed.

It must be remembered that the principal motivation which induced the patron to seek out a librarian for an interview was a need to overcome a feeling of inadequacy in some area of his understanding of the environment. This need for cognitive development and flexibility in facing his problem may be only dimly perceived and even less clearly articulated.

The function of the librarian then is to prevent an overhasty, and often panic-stricken "grab" for almost any book within reach. Conversation should be induced in a friendly, informal manner so that the patron will be at ease in talking out his felt need, be encouraged to verbalize (symbolize) upon the need or interest and being to perceive how his concern is related to organized knowledge. Eventually, the selection and use of a book or other resource will become meaningful to his concern.

In conducting this initial conversation with the patron, the following general factors should have adequate consideration and consequently become evident in the analysis of any interview conducted by the librarian: (a) cognitive flexibility, (b) consistency of communication (c) perceptual sensitivity, and (d) interpersonal involvement. Donald Blocher has developed rating scales for each of the components of the successful interview. (Patrick R. Penland, Advisory Counseling for Librarians. Bookstore, University of Pittsburgh, 1969).

The interview is basically a communication process. There are situations, problems, states of feeling, or desires to be discussed. These are the subjects of the interview. The patron may have a problem which is troubling him and wishes to discuss it. The librarian, at the same time, conveys his willingness to help, his interest, and his refusal to be critical of the patron. The undefined need, the situation or feeling must be translated into words which describe the situation.

The individual may be unable to see clearly the situation which troubles him. This often occurs, and patrons frequently describe problems which are quite removed from the "real" one. An interviewer, uncertain about his role, may be unable to see precisely what he should be doing in the interview.

The same undefined or even defined need will not mean the same thing to two different people. Each interprets what he hears in terms of his own uniqueness. People attach different values to words. In addition, less attention has been paid to gestures than to spoken words although there is little doubt about the power of gestures in conveying meaning and feeling. In the interview, decoding is perhaps the critical point, the place where most troubles occur in analyzing a need or an interest for its meaning. All communication is influenced by an individual's background experience.

Most adults have fairly large vocabularies. However most of us are occasionally at a loss for the correct word to describe what we see or feel. A patron, anxious and tense, maybe unable to say anything very definitive or helpful. The librarian must help the patron to find the words which actually describe the situation and his concerns with it.

The function of the librarian counselor is to hypothesize about the unspoken concerns of the patron and to vocalize about the intellectual content of what is said as well as the feeling tones which are conveyed. The librarian interviewer must learn to organize his hypotheses effectively. Every attempt should be made to ask questions simply and clearly so that errors are kept to a minimum. The interview involves two persons who must communicate their feelings and ideas to one another. It is complicated and subject to difficulties at several points. The overworked "Un-huh" is probably a noncommital substitute used by the interviewer who is unable to select words to convey his understanding of a statement.

Some persons maintain that the interviewer must be shrewd, able and willing to outguess the person being interviewed and to extract information from him through clever tactics. Librarians however, find that such an attitude creates more difficulties than it overcomes. The only sound basis for interviewing, whether for fact finding or for helping, is an attitude of forthright honesty and frankness which establishes a cooperative relationship with the interviewee as a person. The librarian tries to arouse in the patron a high degree of motivation to cooperate.

In many situations, as for example, in staff disputes, people speak freely and frankly when they feel that they will not be misunderstood and that no unfair advantage will be taken of what they have said. The principle, as it applies to the interview, is that the patron is as frank as he can be (within the limits imposed by his defense mechanisms) when he feels that his point of view is appreciated and respected, that the librarian has some reason to ask for the information, and that the questions are relevant to his concerns and interests.

This conception centers on the patron, on his needs and defenses, rather than on the librarian. The problem of the interview is the utilization of motivation which already exists in the patron's need for greater understanding of his own environment. The librarian must, if he is to operate effectively, make judgments about the quality of the relationship, how the patron feels about certain topics, how he reacts to a variety of questions, and whether he is being frank or defensive. The interviewer must develop insights into his own self-understanding and his personality which effects his interviewing techniques. The interviewee makes his own judgments at the same time, for the interview is a give-and-take process in which the interviewee also learns a good deal about the interviewer.

Rogers has worked to dispel the notion that technique and strategy are the major concerns of the interviewer. His thesis is that the relationship is all important, that, unless the interviewer really accepts and respects the interviewee, little can be accomplished. Skilled librarians, aware of a variety of techniques, follow consistent interviewing patterns, which are a reflection of personality. However, individual librarians shift methods to meet the needs of the interviewee and the situation.

The librarian works to establish a relationship of frankness and confidence by encouraging the patron to talk. This helps to change the patron's natural self-concern from a liability to an asset. The interests of the patron determine the content of the interview as a controlled conversation. The librarian listens carefully to understand what is said verifying his hypotheses about preferences and attitudes. The librarian helps the patron to focus on the issues in question by bringing the patron back to the point if he wonders too far away. In this endeavor, the librarian assists the patron to a better appreciation of exaggeration, loose statement or possibly deceit.

The tracking behaviors of Donald Blocker provide a checklist of objectives for the librarian to follow when responding to the patron and in facilitating his involvement. The symbols in brackets after some of the tracking behaviors are keyed to the sample NON-DIRECTIVE INTERVIEW at the end of this publication. Readers may wish to refer to the sample interview for examples of the behaviors.

1. Allows the patron to select the topic for the interview (P.1).

2. Listens for a considerable period of time without commenting (P.2).

3. Seems alert to problems or difficulties other than the first one mentioned by the patron (L.2)(L.9).

4. Responds with an economy of words; does not ramble or repeat himself unnecessarily (L.13).

5. Asks clear and relevant questions; does not use a standard catalog of questions (L.11).

6. Uses a wide variety of leads to help the patron talk about his situation (L.7)(L.8)(L.10).

7. Phrases questions in an open-ended manner, i.e. cannot be answered yes or no--why, how rather than what, when, etc.(L.3)(L.5).

8. Follows abrupt shifts in topic by the patron and seems able to tie these into a common theme.

9. Frequently restates content of patron's statements.

10. Frequently reflects feelings of the patron.

11. Usually waits during silences for the patron to respond--does not interrupt or overtalk the patron or rush the pace of the interview.

12. Phrases summaries or interpretations of patron statements in tentative ways inviting feedback--"what do you mean," because the patron hears it this way (L.3)(L.6).

In the helping interview, the librarian tries to understand the patron through direct observation and in developing and in testing hypotheses about the patron's intentions and needs. These hypotheses are tested by the use of questions, summaries and confrontations. The emphasis is upon the patron's words and in listening to the style of speech which protrays character. Fundamental to listening to the notion of empathy, of getting behind, of trying to see the world through the patron's eyes.

The librarian listens for key words, picks up the words which occur more than once. If these words seem to indicate a focus of concern, then it is necessary to search for more detail. "Tell me more about that? What are the details about the problem? Could you outline it for me?" In so probing, in a professional way, information accumulates very early in the interview and becomes a resource for the patron to begin the solution of his problem or the obtaining of his objective.

However, it should be realized that accepting the patron's problem as he initially defines it may be too specific. The universe of discourse needs to be enlarged to include an awareness of the situation, because knowledge of the situation may add considerable insight as to the problem. Finding the actual problem is a major concern of the librarian.

Most of the concerns of people brought out in the helping interview center around some kind of situation. Most people feel there is a cause for their concern and the librarian tries to get as rapidly as possible to the crux of the situation. There may be no answer to the problem, but the interview is a process of becoming more aware of the necessity for analysis and of considerations of referral. The patron wants some logical way of analyzing his situation and of working out reasonably well some kinetic relation to organized knowledge.

This is a considerably important point. There are libraries and other resource centers full of information, but is the information relevant to the patron's concern? It is not sufficient to have information available, it is also necessary that the patron be helped to have the actual potential of the sources to be consulted. In your role as a helping counselor, you may want to load him up with information. But in this process of accretion, the patron may never realize the ultimate worth of the information to him.

It may be a characteristic of the human animal to manipulate his environment through symbols. Not only must symbols be acquired, but they must be closely integrated into the cognitive structure of the individual. Cognitive development is closely bound up with the patron's individual situation.

The interview is a conversation with a purpose. In style, it avoids both the inchoate backyard verbal exchange and the chatter of the cocktail hour. The interview is an instrument for discovery and self-exploration, for formulating a plan, for making decisions and for obtaining information. The librarian interview is a helping interview designed for obtaining information.

Serving as an advisory counselor, the librarian does not provide the information, but helps the patron to obtain relevant information. In this sense, reference resembles the counseling interview. Its purpose is to force the understanding of the patron to grow and to lead the patron to new models of thinking. Unless the librarian avoids initially any semblance of the information expert, he is going to inhibit communication with the patron who is seeking someone with whom he can explore this concern. The librarian may only occasionally be able to serve such a patron to any appreciable degree.

Librarianship is firmly rooted in the principle of establishing a helping relationship for the individual. The optimal helping relationship is the kind of relationship created by a person who is psychologically secure. Personality traits which lead to confusion or misunderstanding (shyness, over-eagerness, etc.) are among the first barriers between the librarian and the patron.

Another barrier can be the emotional state of the patron. Obscurity in the interview may arise when the motives behind a request are misunderstood or misinterpreted. Insensitivity in comprehending cultural differences or environmental strangeness also contributes to an ineffective relationship between patron and librarian. The last barrier arises when the librarian shows a lack of faith in the ability of the patron to learn, or a lack of discernment which makes him fail to recognize that some patrons actually do prefer more purposeful information retrieval programs.

This last barrier deeply affects all library relationships, both staff and public: that is, the attitudes of the librarian toward himself, his public, his profession, his patrons. Ideals of service, cooperation, and continued growth are distinguishing features of a profession rather than a job and will bring new depth and understanding to the role he assumes in maturity. The warm, though impersonal approach, and the perceptive and discerning analysis of patron needs require a deep feeling for the dignity of man and a democratic spirit which is more than an intellectual concept. Implied here are respect and admiration for the striving of persons at any level and a desire to help them largely on their own terms (1).

Patience, courtesy, tact, and insight are essential characteristics for every person who works with the public. Counselor librarians should read fiction and biogrpahy for insight and understanding of the people who may use the library and its services(2). Books should be presented as tools, sources, and works of art, rather than as "authorities." In much advisory counseling, there is a tendancy to "rush to the books," rather than give patrons enough time to discuss their purposes and interests.

In addition, there appears to be a need also to become aware of resources other than books, such as media and wide community referral, which may meet the patron's felt need to better advantage than printed materials. To turn a patron away from books rather than to them is part of the librarian's professional judgment. The next step may be to refer the patron to another agency for information and help. The recognition of the difference between marketing the product and most effectively filling a need applies to all librarians, whether they serve children or adults.

According to Ralph Ulveling(1), we need the kind of librarian who will see books as means to an end and not as ends themselves. The kind of service to the individual which he envisions calls for the highest type of person that can be attracted to library service. A fine quality of reference work can be conducted by staff members having the usual skills found in educated people. Less often will one find librarians who combine a broad knowledge of books with the necessary psychological skills to draw out of the people before them a host of facts about each individual, then appraise those facts and finally prescribe for the particular patron's needs. But if the librarians ever succeed in achieving this level of service, we will, at least in that segment of library work, be able to lay claim to some standing as a profession.

Raynard Swank stated in 1952 (3) that there are reader's advisers who really help, who show that librarians can undertake counseling with good effect. Their services go beyond traditional reference service by giving unhurried, personal attention to the reading interests and problems of individual students. Perhaps Ulveling's dream for effective counselor librarians is not so unattainable as he thought. The librarian who specializes in guidance should approach the individual from a psychological point of view. This means that an attempt should be made to obtain as much insight as possible into the fundamental motivation which lies behind the individual's special interests in reading (4).

It would seem that the ideal person for the job of counselor librarian should be a combination of professional librarian and professional psychologist. Or, better still, that the patron should have the benefit of the combined judgement of the psychologist and the librarian, working together to understand his needs and provide for them. Library schools should include in their curriculum a course in psychological adjustments, designed to give the librarian the background he needs for understanding the psychology of the reader.

The counselor librarian, trained in psychotherapeutic and bibliotherapeutic techniques, would be able to relate books to needs. Furthermore, the counselor librarian might serve in certain counseling capacities, if such were called for, and would be in a position to know when a patron evidenced such serious symptoms of maladjustment that it should be advisable to refer refer him to another agency. According to Blocher (5), there are three kinds of experiences vital to the developmental counselor:

1. Group counseling and laboratory experiences
2. Supervised counseling experiences
3. Professional seminar experiences

Training in the art of the interview is another important ingredient in the training of the counselor librarian because it is not always easy to find out just what a person needs or wants from what he tells you (6). Hardly anyone will immediately disclose to the librarian the limitations in his educational background or the extent of his reading ability. These have to be ascertained through diplomatic questioning. Good basic courses in psychology and interpersonal relations should be a prerequisite for library school, but since they are not at the present time, libraries should give some training in these areas to all new staff (7).

Opportunities to give the patron guidance while doing reference work should be stressed with staff also. Too often reference librarians feel that once they have answered a question they have completed their job with the patron. They forget that the patron they have served may also have other needs and interests which can be met through the library.

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PATRON-LIBRARIAN INTERFACE

In communication, the morale of the patron is everything. In part, it consists of motivation and in part, in self-confidence. However, many patrons especially the newer ones, who happen to stray into the library or who have been led into it by some tentative purpose, lose both. The size of the library, the physical layout, the intangible complexities which must be mastered for use, overwhelm and even depress them. Many do not return until an inescapable imperative, a club paper or prepared speech, forces them to do so. They come back, but without heart; and sooner or later come to the reference desk for help.

It is at this point that the librarians' attitudes are crucial. The impressions made during this brief interview will be either a confirmation of their hopelessness or the restoration of their motivation and confidence. The one acceptable course open to the librarian is the one that makes the patron feel he is talking with someone who has mastered the library and that he too, for his more limited purposes, can achieve a proportional measure of control. The impression given should be one of confidence. The initial regard for the patron and his progress in the library ought to be extended in a natural way. A follow-up would serve to create in the patron a desire to continue to consult with the librarian and welcome the latter's guidance (1).

Information, instruction, and guidance are the three fundamental service techniques used directly by librarians with patrons. The goals of guidance are to put resources of the library at the disposal of the patron so that he may select the best materials for his purposes and needs and make the fullest possible use of the library for an enriched and satisfying life. Guidance is involved not only the suggestion of materials for persual but also requires a preliminary clarifaction of interests and needs as well as some stimulation towards the sustained pursuit of new areas of knowledge. Advisory counseling has tended to be a personal, face-to-face service (2) based on the following five mandates for professional ethical behavior in face-to-face guidance:

1. The librarian has an ethical obligation to be as fully knowledgeable about library resources as it is humanly possible to be.

2. The librarian must be ready to turn to all possible resources to properly meet the patron's needs, including when necessary, the skillful transfer of the patron to other librarians or professionals in other fields without damage to the patron's sense of the continuity of the service.

3. The librarian must be so perceptive of his own values and beliefs that he can instantly recognize any temptation to impose these on the patron and immediately control that impulse.

4. The librarian must recognize the professional values which are fundamental to his service: a service relationship to the patron with an educational objective; a commitment to encouraging and enabling the patron increasingly to exercise critical judgment in the use of information sources and to exercise intellectual freedom by the widest possible examination of relevant materials.

5. The librarian must recognize that his professional objective in all community planning is to increase the participation of the community in the benefits of knowledge.

Patrons often do not ask the librarian the question that they really want to know. Sensitivity to the patron's unspoken needs, as well as attention to the actual questions he asks, will result in a more satisfactory interview. Patrons frequently cannot define what they want, in the terms of a subject, but they can tell why they want information. This leads them frequently not so much finding the answer as finding out the question. This reluctance on the patron's part was described by Wilcox in 1922, "The chief art of the reference librarian is the knack of divining what the inquirer really wants." (4) The following have been listed as possible reasons why patrons do not ask really pertinent questions from the start of their inquiry (7):

1. The patron lacks knowledge of the depth and quality of the collection.

2. The patron lacks knowledge of the reference tools available.

3. The patron lacks knowledge of the vocabulary used by a particular set of tools.

4. The patron does not willingly reveal his reason for needing the information.

5. The patron has not decided what he really wants.

6. The patron is not at ease in asking his questions.

7. The patron feels that he cannot reveal the true question because it is of a sensitive nature.

8. The patron dislikes reference staff members (or vice versa) and consequently avoids giving a true picture of his needs.

9. The patron lacks confidence in the ability of the reference staff.

Perhaps the most important obstacle to change by the librarian is the sense of puritanism on the part of librarians who believe, for ethical rather than economic reasons, that everyone should do his own work. Such a ethos is at odds with the sense of service in librarianship (5). Reference librarians suffer from the confusion which exists between the sense that their responsibility is to provide only the information asked for and their assumption that their purpose is to educate the user in how to find the information for himself (6). Of course, the negotiation of reference questions is one of the most complex acts of human communication. In this act, the librarian tries to describe for the patron not something he knows, but rather something he does not know (5).

Few, it any members of the general professional community have an opportunity to know information resources and information seekers as well as does the alert librarian. The objectivity of the librarian's viewpoint is enhanced by the fact that he is a day-by-day participant in scanning all information sources. If the patron comes to the library with enthusiasm, with purpose, and with understanding, the librarian observes this as he works out his retrieval patterns. On the other hand, if patrons come with vague and indefinite inquiries or with concerns which to them appear to be solutionless, the librarian knows it. He is with patrons when they have information problems and when they discover interests. The librarian has acquired valuable experience and information regarding counseling and its results with patrons as well as their abilities, their successes, their frustrations, and particulary their communication problems (7).

The librarian and the various counselors in the community, each professionally qualified in his respective field, work in close relationship to provide important services to individuals and to those who would assist individuals. Library and counseling services have much in common. Both are concerned with individual needs and problems: both desire to contribute to individual welfare. The librarian endeavors not only to aid the individual to find information, but also to assist him to achieve maximum self-realization; the counselor strives not only to help the individual make a living, but also to assist him to make a living, but also to assist him to make a life.

Librarians have important contributions to make to the counseling program whenever it exists. One school librarian, for example, stated that, "The library's place in the curriculum of the school, its varied services to students and teachers, and its continuous service throughout the school life of the student gives it a natural and logical place in the guidance program." This librarian went on to point out that, "Guidance is my chief interest - books and the library are only channels of approach to students." (8)

How does the librarian contribute to the program of counseling services? Can the librarian utilize the aid of other community counselors in assisting individuals? The following activities indicate, to some degree, the scope of the librarian's participation:

1. Providing authentic, pertinent and adequate information about vocations, educational opportunities, social relationships, and personal development.

2. Assisting the individual in locating and interpreting information pertinent to problem solving.

3. Aiding the individual in orienting and adjusting to educational opportunities, especially those available through the library.

4. Assisting in obtaining information which will lead to a better understanding of the individual, and utilizing available information about the individual in working more effectively with him.

5. Providing opportunities through social contacts, assigned responsibilities, exploring activities, and constructive environment which will lead to greater insights and satisfactory development of the individual.

6. Providing such counseling services to the individual as are in keeping with the operation of various other counseling programs and the specific competency of the librarian.

The librarian counselor is a person to whom a patron comes to get a fresh and different perspective about himself and his concerns. The major emphasis in counseling is not upon any information that is to be imparted, but upon aiding of the individual toward self-motivation and self-decision: that is to say it is developmental in character (9). The first job of the counselor is to gain the patron's confidence, and to try to understand him as a whole person. Under ordinary conditions, the counselor may next work toward enabling the patron to understand himself in relation to his environment, and toward the setting up of self-reliant, problem-solving and heuristic attitudes within him. When the patron is prepared for it, the librarian may sometimes undertake to give a minimum of needed advice and information himself, while on most occasions he may only suggest where it can be found and how it might be used. More rarely, he may find it necessary to give detailed instructions of one kind or another, perhaps in relation to the means of obtaining specific types of information, or possibly with respect to their application to the patron's particular problems.

The following are criteria which may guide the librarian in making a referral decision: (1) professional competence; (2) legal regulations; (3) personal factors. Underlying these criteria is the guiding principle that all referral decisions must be made in terms of what is best for the patron. The librarian's knowledge of community resources is a prerequisite if he is to function satisfactorily in referral. The librarian's job is not done until he accepts responsibility for evaluating the appropriateness and effectiveness of his referral work (10).

According to Maxfield (11), four factors make it necessary for librarians to accept counseling as fundamental to the patron-librarian interface: (1) the philosophy of providing materials and services for a general education for all residents: (2) the need for the general improvement of all people in the use of information resources; (3) the limitations of the reference approach; (4) the patron as a unique social individual. Conventional reference work does not place quite as much emphasis upon the library patron as an individual person as it does upon library materials and bibliographic techniques. Librarians who do counseling in libraries should have: (1) an enthusiastic interest in people and their personal development; (2) a deep knowledge of informational materials and all other educational resources; (3) important reference and instructional experience; (4) special qualifications for teaching and especially group discussion leadership; (5) mature, out-going friendly personalities.

The range of activities in which the counselor librarian engages includes reference work, advisory services, assistance toward educational, vocational, and social-emotional-personal counseling, as well as instruction in the use of information sources. By making reference service, advisory assistance and library instruction part of the broader areas of general education, applied psychology, counseling as well as reading and study skills, the significance of traditional library services are enhanced. The traditional steps in the patron-librarian interface may be outlined as follows:

Step 1: The librarian asks for details on a problem by asking a broad opening question. The librarian interrupts the patron's explanation only to ask questions that clarify his understanding of the problem. During the first part of the interview, the librarian will be deciding which of the three major services will provide the best kind of help, and decides the best initial step to propose to the patron.

1. Actual library materials (books, films, recordings, etc.) to answer his needs.

2. Propose non-materials help for his problem (study courses, discussion groups, specialists in his subject area, museum visit, etc.)

3. Referral to an outside person or agency (vocational guidance service, legal aid society, marriage counseling bureau, etc.) who can do the proper analysis of the patron's problem.

Step 2: The librarian checks his understanding of the problem with the patron. He may use different key terms so that if the patron's vocabulary was open to misunderstanding, that can be clarified immediately.

Step 3: When the problem seems clarified, the librarian will propose a way of going about providing help, and will discuss it with the patron: a reading list, a group of books to borrow immediately, checking a directory of social agencies for possible help etc. The long range plan for solving the problem may involve all three types of services: materials, non-materials resources, and referrals.

Step 4: Take the first step of the plan with the reader before the conclusion of the interview, and make clear any kind of continuing cooperation he may expect from the librarian. The first step may be a reading list prepared on the spot; or a beginning book to read as preliminary to a list; or an introduction to a specialist (the children's librarian, perhaps); or a telephone call to an agency to arrange an interview; or writing down the address of the museum that has the information he needs.

Step 5: The follow-up work may consist only of recording the interview, if the problem is now out of the hands of the librarian; or it may mean the preparation of an annotated list of books or films; or it may mean gathering of information about community resources that will both serve this patron and provide a backlog of knowledge for the next such request (12).

The librarian who is approached by a patron with a problem, will inevitably have to ask a few questions to be sure he clearly understands the kind of help the patron wants and that his suggestions will fit the real need as closely as possible. The librarian is thereby interviewing the patron. He may do it at a busy information desk, while crossing the library floor, or in an office set aside for the purpose of counseling service. Wherever this takes place, for the time of the interview the patron and his problem have the full attention of the librarian, and the general principles of interviewing should be observed:

1. Introduce and maintain a friendly, constructive approach to the patron's problem.
2. Listen carefully. The patron's comments, his problem and the way he presents them are clues to his level of knowledge on the subject, the point of view with which he approaches it, the ways he expects to use the material he wants, any special abilities or limitations in relation to its study, and his degree of enthusiasm or earnest purpose.
3. Let your questions grow out of what the patron has said.
4. Encourage the patron to make clear the problem, but help him in keeping it free from embarrassment for himself.
5. Never give advice on the solution of personal problems, but provide the sources of advice.
6. Keep the interview constantly moving toward the goal.
7. Include some aspect of growth for the patron during the interview.
8. Curb the too-ambitious planner; stimulate the indifference to a plan worthy of the patron's capacity.
9. Let the steps to be taken evolve in consultation with the patron, not presented as an unalterable prescription by the librarian.
10. Relate the length of the interview to the need and to the continuing favorable interview conditions.
11. Interpret the proposed materials to the patron so that he may make the best use of them.
12. Strike a happy balance between making the patron dependent upon the librarian and making him feel that henceforth he is on his own completely (12).

Although the librarian usually begins by being "interviewed", he rightly assumes the role of interviewer as early as possible. He quickly attempts to put the customer at ease and seeks to establish good rapport. The librarian contributes to the communicative process by setting the tone of the interview as permissive and open-ended, rather than highly structured and specific in goal. By adroitly and diplomatically asking only the necessary questions, the librarian and patron jointly construct the reformulated question (13).

The interview consists of a deeper investigation than a brief conversation and demands psychological skills to: (1) establish rapport; (2) find out with the minimum of wanderings and irrelevancies, the needs of the patron; (3) help the patron explore and define the problem; (4) obtain necessary factual information about his background, education, abilities, and reading level; and (5) assess the facts to determine the service needed or reading material to be suggested. Such an interview requires some "privacy", a quiet and relaxed atmosphere, and sufficient time to establish confidence between the patron and the librarian.

The counselor librarian starts the interview having received a request from the patron and moves quickly to recognize the real needs of the inquirer. This requires sympathy, objectivity, and sensitivity and the major factor in the interface is the librarian's attitude (14). The counselor librarian's task is to listen and comprehend what the patron is trying to communicate. Patron communications vary from overt, simple verbal expressions to very subtle non-verbal communications which are expressed through changes in voice quality, facial expression, gestures, nervous mannerisms, and the like.

Three factors are involved in the interview process: (1) the inquirer; (2) the counselor librarian; and (3) sources of information. The question itself can be considered a fourth factor and there is a close relationship between each of these factors. Perhaps the most important is between inquirer and librarian. A counselor librarian must be: approachable, alert to offer help, and able to handle rush hours by acknowledging those waiting and in dividing time by a partial answering of questions requiring more time. There are several basic questions requiring more time. There are several basic questions which confront the librarian counselor trainee when facing an inquirer for the first time:

1. Shall I allow myself to emerge as a genuine human being, or shall I hide behind my role, position and/or authority?

2. Shall I really try to listen with all my senses to the patron? If so, will I have anything to say?

3. Shall I try to understand him empathically and acceptingly?

4. Shall I interpret his behavior to him in terms of his frame of reference, my own, or society's?

5. Shall I evaluate his thought, feelings, and actions and if so, in terms of whose values: his, mine, or society's?

6. Shall I support, encourage, urge him on, so that by leaning on me, hopefully he may be able to rely on his own strength one day?

7. Shall I question and probe, push and prode, causing him to feel that I am in command and that once all my queries have been answered, I shall provide the solutions he is seeking?

8. Shall I guide him in the direction I feel certain is the best for him?

9. Shall I reject him, his thoughts and feelings, and insist that he become like me or at least conform to my perception of what he could and should become? (15)

The most basic skill involved in the counseling interview is the task of listening. Being a good listener frequently is a chief function of the librarian. Quite often the librarian will ask a series of skillfully phrased questions either at the beginning of an interview or at a later stage. There are four levels of question formulation which however frequently shade into one another:

1. The actual, but unexpressed need for information (the visceral need).

2. The conscious, within-brain description of the need (the conscious need), ie the patron within his own head.

3. The formal statement of need (the formalized need).
4. The question as presented to the information system (the compromised need as indicated in a flow-chart "Question Specified") (5).

If the librarian begins the interview by asking questions and getting answers, asking more questions and getting more answers, he is setting up a pattern from which neither he nor the patron will be able to extricate himself. Questions must be posed, but the librarian should (15):

1. Be aware of the fact that he is asking questions.
2. Challenge the questions he is about to ask and weigh carefully the desirability of asking them. Will the question I am about to ask be helpful to the patron?
3. Examine carefully the various sorts of questions available and the types of questions he personally tends to use.
4. Consider alternatives to the asking of questions.
5. Become sensitive to the questions the patron is asking, whether he is asking them outright or not.

It is next to impossible to conduct a successful interview using only open, or closed questions. The open question may widen or deepen the contact; the closed question may circumscribe it. Direct questions are straight queries, whereas indirect questions inquire without seeming to do so. At best, the double question limits the patron to one choice out of two; at worst, it confuses both him and the librarian. "Why" was once a word employed in the search for information. Now the word connotates disapproval and/or displeasure. "Why" makes patrons feel threatened, prodded and pushed, and therefore should be used very infrequently, or else the librarian will be in danger of infringing the patron's personal rights.

If the counselor librarian tends to talk as much or even more than the patron, chances are that he is blocking the patron's communication. It is quite likely that the librarian is acting as an authority, as the superior in the interview who must be respectfully listened to, and that the patron perceives him in that manner. The librarian's need to talk, unfortunately, is often greater than his ability to listen. This is a very human error, but since it creates obstacles to communication, it should be overcome, as well as other factors which are significant in the counselor librarian and patron relationship are:

1. Any show of intellectual brilliance or superiority on the part of the interviewer should be avoided.

2. Any show of haste is to be avoided if the patron's small sense of self-importance is to be preserved.

3. Reference to the interviewer and his private affairs is to be avoided.

4. The use of an illustration from another information case history is to be avoided.

5. It is unwise to make a statement about the patron's inquiry.

6. It may be necessary to supply the patron's need for immediate assistance with some form of material or definite statement that will make him feel that the librarian is not just blundering along.

7. The method of putting facts and information in juxtaposition, so that the patron is able to draw obvious conclusions, is preferable and avoids the need of duplication.

8. Any contact of one individual with another involves suggestion. The librarian's attitude, statements, questions, and even his very inactivity carry the power to influence information seeking behavior.

Patron support initially comes from the librarian's confidence in his own ability to demonstrate the problem-solving process. The librarian must have skill and confidence in such search strategies as will exude confidence. No counselor librarian con be effective unless he has the trust of his patron. It is important, therefore, for the librarian to develop skills and attitudes that make such confidence possible. Erickson (16) has cited the following factors for the development of confidence on the part of the inquirer:

1. Be genuinely interested in people - if you are not so inclined, get into another line of work. A

counselor librarian needs to have a real interest in helping people.

2. Give the patron your direct and undivided attention.
3. Do not show evidence of too much curiosity.
4. Be sure to let the patron talk - listen carefully and prove to him that you are listening by repeating some of his ideas.
5. Accept without shock the things he has to tell you.
6. Do not give him the feeling he is being shunted off to someone else.

Most patrons feel best with librarians whom they perceive as human beings with failings. This makes it easier for them to reveal their own fallibility. The personal and professional development of the librarian requires that he come to understand himself, his values and attitudes, and the quality of his personal relationships before he can operate effectively. The less defensive librarians can become, the more they can help their patrons discard their defenses. The more the counselor librarian is aware of his own values, the less he needs to impose them on the patron, and the more he can help the patron become aware of his values and retain, adapt, or reject them as he sees fit.

One of the librarian's assets is his ability to enter into a close, spontaneous relationship with the patron. There are two main aspects to this dimension of counseling: (1) the extent to which the librarian shows a genuine feeling of acceptance and caring for the patron; and (2) the extent to which the librarian reveals himself frankly and openly as one human being to another.

When the interview begins, the librarian must depend almost entirely upon making it meaningful to the respondent in terms of his needs and goals. Meaningfulness has theoretically an infinate number of possible combinations, but in practice is limited only by: (1) the cognitive flexibility of the librarian; (2) the perceptual sensitivity of the librarian; (3) the interpersonal involvement of the librarian; and (4) the consistency and flexibility of his resource negotiation. Obviously the more mature the librarian is in terms of such factors, the greater will be the range of patrons who can have a satisfactory counseling experience with him.

Functioning like a mirror or an echo, the librarian adds nothing of his own except, and this is all important, his sensitivity and empathic interests, which enable him to put into words what the patron has meant affectively but stated without intellectual or descriptive congruence. Thus the librarian can enable the patron to see his problems less emotionally and more objectively, and so be encouraged to draw appropriate conclusions on his own. The best vantage point for understanding behavior is from the internal frame of reference of the individual himself. According to Benjamin (15), there are two basic internal interviewing conditions:

1. Bringing to the interview just as much of our own selves as we possibly can, stopping, of course at the point at which this may hinder the interviewee or deny him the help he needs.

2. Feeling within ourselves that we wish to help him as much as possible and that there is nothing at the moment more important to us. The fact that we hold this attitude will enable him in the course of the interview to sense it.

What are the elements of the feedback process which constitute the librarian's interview? That technique is best which is least evident. Interviewing techniques are helpful only when they are internalized by the librarian and incorporated into his natural pattern of counseling behavior. Techniques that reduce the patron's fear of the librarian include simple acceptance, the nod of the head or "uh'huh," the use of silence, or simple restatement of content. Techniques that increase the chances of the librarian's overinvolvement are explaining, interpreting, or questioning. Changing the topic of discussion also increases the librarian's involvement.

The function of the counselor librarian is not to change the patron, but to allow change to occur. The desired results of the interview are the establishment of cordial relations with the patron so that he will cooperate in the solution of his problems. To an extent, the interview resembles a problem-solving situation including the identification of objectives, the statement of goals and the working out of a plan. These are the essential characteristics of negotiation. According to Erickson (16), the counseling interview has five particular characteristics:

1. It is person-to-person relationship.

2. One participant (the librarian) has assumed or has

been assigned the responsibility of helping the other participant.

3. The patron has some needs, problems, blocks, or frustrations he wants to attempt to change or satisfy.

4. The welfare of the patron is the central concern.

5. Both participants are interested and willing to attempt to find some solutions to the patron's difficulties.

Even though each patron must, in the final analysis, make his own "choices" and must assume the responsibility for his decisions, negotiating a solution to an information problem depends largely on the librarian's ability to induce the patron to agree upon a search action that will result in information acceptable to him. Involved as he is with so many materials resources, the librarian may forget that the most significant resource he brings to a patron is himself. The librarian has several ethical obligations, including: (1) his obligation to the patron; (2) his obligation to the parents of minor patrons; (3) his obligation to the profession; (4) his obligation to the employing institution; and (5) his obligations to the community or society at large.

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COUNSELING IN LIBRARIANSHIP

Counselor librarianship has roots in the historical foundations of the profession. The letters of Cassiodorus Senator(1) after 551 A.D. bear this out and indicate a psychological and intellectual rationale for self-educational development. Cassiodorus seems to imply that such intrapersonal communication is intimately tied to the intellectual ability and personal values of the individual. He considered that the purpose of such communication was to help the individual move from the limitations of whimsical, nonverbal and perceptual experiences into an active and intellectual participation in more of civilization's achievements in recorded knowledge and value systems.

The intellectual continuity of this intrapersonal dependence upon reading as a method of self-education was reaffirmed and reestablished by Alcuin of York in 796 A.D. and extended to include the indispensable element of sequential discussion sustained by continuous reading. It is evident from the dialog of the Rhetoric(2) that Alcuin's "pupil" Charlemagne is motivated to continue his education. Charlemagne looks to his "advisor" Alcuin because he appears to feel the lack of cognitive structure and wants to overcome the limitations of his wide ranging adult experiences which have not been related to organized knowledge.

Historically, the influence of books was considerably expanded by the Philobiblion of Richard de Bury(3) who was an inveterate book collector. To some extent, as a result of de Bury's endeavors, it became the fashion to collect personal libraries. Reading became increasingly widespread particularly with the Renaissance when the penalty for illiteracy became everywhere more evident. Reading which had been largely a recommended form of intrapersonal communication suddenly became a necessity. Large segments in society began to use education as a means to escape from poverty and the limitations of apprenticeship and concrete experiences.

However, the professional helping relationship of the librarian at least in its modern phase was not again discussed seriously until the 1876 Report on Libraries of the U.S. Office of Education which was a collection of papers about libraries and library service. Two papers by Perkins and Matthews(4) developed the function of the "professor of books" who was to be an expert in counselor librarianship. Over the years, this particular aspect of book counseling has received impetus in the individualized and group training programs of the "library college" movement.(5) (6)

The influence of the 1876 Report on the professional helping aspects of librarianship was considerable. For example, Lucy Maddox(7) in analyzing the first ten years of the proceedings of the American Library Association found that considerable attention was given to the function of the counselor librarian. The essential elements were identified and the roles of the librarian in this helping relationship were developed at least in prototype and remain unchallenged today. During the first years of the Library Journal, Samuel Green wrote extensively on the subject and has often been called the father of professional service to the individual. Green(8) laid the basis for this helping relationship. The skills of this type of librarian included not only a listening ear and receptive mind but also a deep and wide knowledge of classification, materials selection and information retrieval, once the patron had been helped to identify his request:

> But having acquired a definite notion of the object concerning which information is desired, the habit of mental classification, which a librarian acquires so readily, comes to his aid. He sees at once in what department of knowledge the description sought for may be found, and brings to the inquirer authoritative treatises in this department.(9)

In Green's mind, the librarian should be placed at the point of first contact with the patron and from this vantage point could listen to his perhaps halting and often inchoate ramblings, and through interviewing help the patron bring some order out of his confusion before negotiating possible strategies for retrieval whether within or outside the library. If necessary, referral could be made outside the library to appropriate resources as readily as referral to the subject specialists within the library:

> In the case of such persons, as well as with scholars, it is practicable to refer applicants for information you cannot supply to libraries in larger cities in the neighborhood of your own library, or to other institutions in your own town. Businessmen go to commerical centers so often that they can occasionally consult larger libraries than those accessible at home.

If the patron needed further assistance he was then provided with the necessary resources; or the librarian could provide the actual information in whatever form desired by the patron for his purposes. The librarian stood ready to turn to all possible resources to meet the patron's need even, when necessary, the transfer of the reader to subject specialists within the library, or professionals in other fields outside the library without undermining the reader's sense of continuity in the helping relationship.

On these foundations, the work of the counselor librarian was explicated over the years in three areas which were considered to be essential to its functional effectiveness. These areas were: (1) selection and classification; (2) bibliography and reference; and (3) interpersonal relations. The first two areas were developed more explicitly than the third because of their integral function in the profession of library science which had been under development for centuries. These areas are today the basis of work in reference, readers advisory, bibliotherapy and training laymen in the use of library and other information.

In reviewing the services of libraries in his day, Alvin Johnson(9) evaluated the effectiveness of the librarian's helping relationship. Consultation was provided and advice given about materials selection and reference strategies, but Johnson made a special plea for a better understanding of, and training of librarians for interpersonal communication. It was in this area that Johnson felt a professional discipline could be expanded, and be of considerable value to the continuing self-educational development of a large segment of any community. The value of interpersonal communication had not suffered over the years from lack of discussion in the literature of library science. However, since no rational foundation in the philosophy of counseling or education was provided the prescriptions developed rarely got beyond the platitudes of a social etiquette which are summarized, for example, in the librarians' manual for interpersonal relations known as *Patrons are People*.(10)

Librarians have always had a deep appreciation of, and respect for the individual patron and his needs for information and learning. Both their guidance and their educational functions have been based on pragmatic methods of communication which are remarkably contemporary in their significance and which have been developed over the years into a professional method of communication and educational development:

> "We must first interest the reader before we can educate him; and to this end, must commence at his own standard of intelligence."(11)
>
> "Both teachers and librarians have united in careful study of the child's natural development in selecting courses of reading for him, in devising methods for encouraging his own powers of research.(12)

Statements such as these and others over the years which have a similar orientation anticipate the developmental counseling of a Carl Rogers and the educational psychology of John Dewey. However, perhaps because of their humanistic origins and preoccupations, librarians have not developed their insights into a theory of communication and have not been particularly receptive to theoretical disciplines and social science methods of inquiry. It is a curious syndrome as if by accepting a scientific discipline the profession would lose its unique identity as a humanistic endeavor which promotes the reading of books as the method *par excellence* for the attainment of the good life.

While librarianship has not incorporated any formal theory in its professional deliberations about the helping relationship between patron and librarian, much work has been undertaken in what Dickoff(13) calls "a reporting of what somebody took to be the salient features of some situation." *Libraries in Adult Education*(14) appeared in 1924 and thoroughly explored the role of the librarian in adult education. This survey report examined various aspects of the librarians role in continuing informal education and reaffirmed the important role of the counselor librarian in helping patrons prepare themselves for effective participation in group and community communicative experiences. This function was later rationalized and explicated for education by Robert Gagne(15) as one of the basic conditions for more effective learning.

In the 1930's and 40's a serious effort was made to develop the recommendations for interpersonal relations of the 1924 Report by such leaders as John Chancellor, Jennie Flexner and Miriam Thompkins. Exploiting professional work done in selection and classification, bibliographic and reference retrieval for human purposes, these leaders developed a range of interpersonal communication skills. They were supported in the endeavor by the work of William Merrill(16) who developed a code based on a problem-solving model which users and classifiers could use to interface productively. Margaret Hutchins(17) worked out the rationale and function of the counseling function for librarians, while Louis Shores (18) developed a method of thinking whereby users and librarians could employ for the cognitive development and cognitive flexibility of individual persons.

The importance of these models of thinking and their function in education and counseling were later explicated by Marc Belth.(19) Helen Haines(20) developed the principles of content analysis of library materials based upon the historical development of broad subject fields. Haines work complemented the results which were already available from the "geography" of reading studies(21) of the Chicago Graduate Library School. The confluence of these two intellectual endeavors helped to make the principles of selection and classification not only kinetic in the lives of people but also related to some concept of maturity in self-education through reading, viewing and listening. Later, Asheim(22) was able to summarize and rationalize the role of the librarian in communication under two headings: content analysis and audience research.

In 1954, Maxfield(23) reported on the first serious attempt to integrate and rationalize the function of counselor librarianship based upon research findings in related and other pertinent fields of inquiry. Counselor librarianship differs significantly from the strategies of data retrieval and advisement, as well as such tutorial and educational aspects of library instruction included under the generic heading, Training Layman in the Use of the Library.(24) Advisement, information transfer and education are one-way communication processes where the librarian tells the patron the most efficient way of reaching his goal. The counselor librarian on the other hand encourages the patron to assume initiative and responsibility in evaluating his feelings, assessing the facts of his situation and the cognitive analysis and symbolization of his experience. In addition to the communicative methods appropriate to his role, the counselor librarian employs the techniques of the information specialists and the adviser. Such creative and critical problem-solving methods include browsing and audio-visual composition. The encouragement of browsing is the major method of the readers advisor(25) while the composition of themes in audio-visual materials is at the core of media communication.

Since library and information is built upon the phenomenon of speech, counseling content analysis and hypothesis is the prototype method for engendering cognitive development and cognitive flexibility.(37) However, not all men are vocal, and all men are not always vocal about deep seated emotional needs as is attested by the prevalence of art forms among all societies. Because of this, inductive audio-visual design which has a function parallel to play therapy is the prototype method for engendering cognitive development among inchoate, or temporarily inchoate individuals.

The counselor librarian assists the patron to interpret his experiences first by bringing into focus a conscious knowledge of feelings, wishes and memories which represent a felt need. After the patron brings the materials of his experience into awareness the counselor librarian assists him in negotiating indexed spaces in the file such that the information retrieved will surprise him. Following Carl Rogers(26) the counselor librarian places major emphasis upon reflection and clarification, minimizing other techniques, such that interpretation and integration of his concepts and values will occur in the patron.

The function of the counselor librarian builds upon the work of the information specialist and the readers advisor and when necessity dictates, the counselor librarian may shift to these other roles in order to help the patron meet his objectives. The helping relationship of the librarian is developmental in character and motivates the patron towards self-understanding and decision. On the other hand librarians in information service transmit information and take responsibility for directing and advising patrons on how to meet specific and immediate needs. Advisement is directive, and advice giving is mainly concerned with the "correct" solution to a particular problem. Information and solutions to problems are considered to be commodities that can be retrieved from resources once the appropriate strategy has been flow-charted.

As distinct from the readers advisor and reference librarian, the counselor librarian is more conscious of his social responsibility. Trained in communication theory and counseling methods, the counselor librarian works to create situations in which the patron can change his behavior. The methods of carrying out this task are centered around the counseling interview, and interviewing is a general method which is recognized by many library leaders, "Training in the art of the interview is another important ingredient in reader guidance because it is not always easy to find out just what a person needs or wants from what he tells you."(27)

Counselor librarianship differs from tutorial or educative librarianship, even though these two functions have as their common purpose behavioral change in the patron. As has so lucidly been pointed out by Weitz,(28) they differ in the emphasis placed on the control of process. In counseling, it is the individual patron who determines the problems to be solved and decides when the solution is reached. The patron interprets society's values in ideosyncratic ways; selects the means and sets the pace for problem-solving. In instruction on the other hand, it is the agency as a representative of society which controls the methods of instruction, establishes the values, determines the goals of instruction and evaluates achievement.

Library counseling is a two-way process and gives more attention to a long-term developmental growth in the patron as distinct from advisement and information retrieval for immediate demands. The counseling relationship is conceived as being sequential and the collaboration involved makes it possible for the patron to progress faster than he could on his own. The counselor librarian accepts the patron where he is and suspends judgement so that the patron can accept his own situation and prospects as they actually are and not as he "feels" they ought to be.

The librarian counselor possesses an out-going personality accompanied by a deep respect for people. In manner, attitudes and words he responds to the emotional aspects of what the patron is trying to tell him. The librarian listens and speaks to these feelings rather than to the literal meaning of the words used. The counselor librarian functions as a reflecting "pool" through which patrons can view their problems and thus draw more appropriate and objective conclusions.

The counselor librarian is well trained and experienced in all three levels of counseling which Maxfield(23) maintains are appropriate to the profession and he can make referrals to clinical and therapeutic consultants with flexibility and ease. Consequently, the librarian's interpersonal communication with the patron is not inhibited by any preconceptions as to whether together they are about to engage in counseling, retrieval, advisement or referral. The major objective is to so respond to the patron that he will be motivated to pursue his own cognitive development continuously.

Being a good listener is frequently a major function of the counselor librarian. Attention to the patron's inner intentions, or listening with a "third ear"(29) is essential to an understanding of the patron and in establishing contact with him.

> "The very act of attempting to communicate with another person about matters of personal concern may help him toward greater clarity and psychological expansion by improving his powers of association, discrimination and synthesis. The description of personal experience in public language may provide him with some leverage against inner fixations. The feeling that another person has listened, understood and tolerated may diminish the patient's sense of loneliness and isolation."(30)

Listening of course is not simply a passive process, even less a conversation. It involves technique, suggestion and clarification in such a way that the patron can restructure the material of his experience.(31) This involvement with the patron includes comparison, discrimination and organization in an heuristic way rather than specific problem solving. More general principles of heuristics have greater value than concrete specific suggestions for helping the patron interpret his experiences.

It is almost impossible to categorize the myriad motives of the patrons who establish contact with the counselor librarian. It has often been pointed out that what drives people to seek out education(32) is a preponderence of human experience which lacks interpretation. It is almost a truism that symbol development is essential to human understanding.(33) Some diagnostic categories are useful even though any patron may be categorized under two or more headings simultaneously.

> "At the third counseling level, and in Counselor Librarianship, the categories involving lack of assurance, information and skill overwhelmingly predominate. While cases falling under the other three headings (dependence, self-conflict, anxiety) usually can be handled at the fourth level, it is from these categories that referrals to higher levels are most frequently made."(23, p.18)

Scholars old(34) and new(35) have written about the maturation producing effect of a liberal education. Butler(36) has convinced librarians that theirs is an educative profession based upon the liberalizing influence of recorded knowledge. Among the many services of libraries, those of the counselor librarian realize this objective to best advantage for the patron. He encourages patrons to raise searching questions about themselves, their situations and problems, and to take personal responsibility for seeking intelligent and realistic answers.

Through the counseling interview, the librarian helps the patron achieve his unique purposes. The interview is a situation created to establish a relationship with the patron and this makes it possible to open up communication so that the appropriate information may be retrieved. Once the librarian has helped the patron discover and verbalize upon his "felt" need, suggestions can be made for sources. It should be noted however that perhaps further help is not needed; recognition of his problem may be all the help the patron really needs. It is an awareness of this epistemological growth on the part of the patron and the setting up of conditions which engender it that distinguishes counselor librarianship from information retrieval and readers advisory work.

Whatever the librarian's personal feelings may be, where he acts as a counselor his goal is not to dominate or persuade but simply to promote developmental growth on the part or the patron and the ability to look at himself honestly. Objectives are based on the patron's need, not the librarian's. The main emphasis is upon self-understanding, and the liberation and utilization of his energies which can lead the patron to greater self-realization. Rogers has summarized the outcome of counseling as "a more broadly based structure of self, and inclusion of a greater portion of experience as a part of self, and a more comfortable and realistic adjustment to life."(26, p.195)

An interview is a dyad relationship in which the counselor librarian has the responsibility to listen and hypothesize about the non-verbalized content of the patron's needs, problems and interests.(37) The patron through verbal and especially non-verbal cues is experimenting in the presence of the counselor librarian with a role that he feels will objectify his felt need. The patron "is rehearsing the proposed interpersonal transaction before engaging in it overtly."(38) The librarian has considerable responsibility to improve his ability to hypothesize correctly about hidden intentions. The purposes for the interview have been succinctly summarized by Beatty: "1) to establish rapport between the counselor and counselee; 2) to collect new information and amplify or interpret information already gathered; 3) to permit the counselee to think aloud in the presence of a sympathetic listener; 4) to convey necessary information to the counselee; 5) to find socially acceptable and personally satisfying alternatives with and for the counselee."(39)

If information and advisory assistance is required, the librarian can suggest anything from a plumber, to a social worker, to a book, with the only reservation that a book may not necessarily be the appropriate solution. In so doing the librarian moves from a developmental counseling context to reference and readers advisory service, which together have the same goal of helping people find out something. Reference and readers advisory service, which together have the same goal of helping people find out something. Reference and readers advisory service are "...closely related library activities whose goals are to make available to the community the information contained in books and to assist individuals and groups in the choice of reading materials."(40)

During interpersonal involvement with the patron, the librarian who listens carefully discovers a portion of the patron's world. Permitted by the patron to share in his world, the librarian then can more readily share with the patron what sources or retrieval strategies he considers to be of importance to the solution of the problem. As the librarian listens to the reader he carries "in the background of his consciousness the materials, or at least the types of material, which may contain the data wanted and consider their suitability for the person and his aims, as he learns about them, so that by the time the interview is ended the plans for his search are ready."(18, p.27)

Despite the confident self-assurance of many reference and readers advisory librarians, the counselor librarian knows from training and experience that the dynamics of interpersonal encounter and especially problem-solving cannot be anticipated and analyzed with certainty. The counselor librarian is never certain of what effect his words or manner may have, and the patron is never able to comprehand entirely the help proffered by the librarian. "The counselor must necessarily work in an atmosphere well saturated with ambiguity, and it is quite possible that a main objective of the helping process is that of facilitating the client's zestful tolerance of the same muzziness that attends so many of life's most vital choices."(41)

Vocational guidance is one aspect of the counselor librarian's function. The purpose is to help individuals understand complexity and change in the economic world. The patron is assisted in the process of projecting himself in a variety of work and educational goals. Outside resources are frequently used which preserve the librarian from an authoritarian self-image. Counselor librarians know their community thoroughly--not only its sociopolitical composition and income level but also what business and industry exist, especially those offering jobs to beginning workers. It also involves full knowledge of training resources, apprenticeship and trade schools.

Bibliotherapy may be used in counselor librarianship. In bibliotherapy, the role playing aspects of such intrapersonal communication as reading, viewing and listening are especially emphasized. Cianciolo(42) reveals that interpretive activities which are encouraged to occur after the intrapersonal phase of the communication encourage readers to interact with the author's meanings and moods. Utilizing game and play therapy, the bibliotherapist helps the patron utilize facts, identify with and analyze book characters and situations. After catharsis, the patron achieves an awareness of his problem(43) and with continued counseling the ability may be gained to develop a solution to his own problem.(44)

The counselor librarian has confidence in his ability to provide an interpersonal relationship where the developmental values of reading, viewing and listening can be considered by each patron. The essentials of counseling are basically the same when working with the member of any group in the community. In keeping peer group characteristics in mind the librarian listens attentively and with empathy to the unique personal characteristics and concerns which make every patron an individual. In interviewing, the counselor librarian does not maintain a single method of interface but varies the technique in relation to each patron's need.

Referral, informational or advisory services may require very little time of most librarians, but the counselor librarian always trys to create conditions so that every patron may pursue his concern or interest to deeper levels should be consider it desirable. The style of interviewing is selected on the basis of its hypothesized results with the patron. Most often, the counselor librarian's strategy is based on the belief that the individual patron is capable of assessing his own problems and of developing organized solutions to them when exposed to a sensitive and empathetic interpersonal relationship. The role playing function of intrapersonal communication as in bibliotherapy may be encouraged, or the more directive methods of reference and advisory work may be used. Such a systems approach to interpersonal communication makes it possible for counselor librarians to encourage more sophisticated intrapersonal communication based on reading, viewing and listening and thus become a more effective force in developing value systems among patrons.(45)

As Gagne says,(15) counseling and intructional processes go hand in hand. The counselor librarian helps the patron develop insights and skills that prove effective not only for his individual performances but also as a productive group member and learner in the library's instructional program. Individuality is encouraged but not at the expense of being a mature socially-adjusted citizen who is not afraid of competition and the incentive for socially useful enterprises. Skilled in the categories of intrapersonal thought and the heuristics of study habits, the patron responds with a liveliness of mind and imaginative curiosity to the library's program of training laymen in the use of information resources.(46) (24)

Most people experience far more in life than they can symbolize and often it is emotional experience rather than intellectual understanding which influences behavior, especially in such collective matters as media and technology where the individual is almost unaware of their effect upon him. To overcome such personal limitations the counselor librarian helps the patron to develop cognitive structures that can deal more effectively with his environment. But before heuristic methods can be employed, the patron may need to be encouraged to overcome repressed experiences through intrapersonal role taking in bibliotherapy and role representations in the inductive composition of audio-visual materials. Unless the patron becomes aware of his limitations, as Havighurst (32) and Blocher (44) would say, he cannot become the "fully-functioning person" which Rogers (47) considers to be the mature self-learner whom librarians serve.

Satisfying and recognizing the individual needs of each patron requires involvement on the part of the librarian. The only way to know and understand the patron is through structured conversation, that is the interview. By negotiating with the patron, the librarian can help him to seek intelligent and realistic answers of his own. A good interview represents both a verbal and nonverbal interaction between the patron and the librarian working toward a common goal. (48) During the interview the librarian must encourage the patron to talk, establish a sound relation ship of frankness and confidence, link the topic if inquiry to his interest, focus the patron's attention on the issues in question, and make sure the patron understands what is said. (49) This requires a manner that is approachable and unhurried, the ability to question without seeming to pry or prod, judgement in assessing the patron's level and interest, adaptability in approaching patrons with different backgrounds, and familiarity with the resources. (50)

Since patrons very seldom reveal whay they are after with their first questions, the librarian must have sensitivity to unspoken needs. Close observation of the patron's reactions and gestures may reveal more to the librarian than the spoken work. Librarians need skill in securing factual information from the patron without too much emphasis on self-analysis. They must be able to recognize what a patron wishes to discuss and what he would rather not disclose. The goal of the interview is not to force the patron's taste and interest to change, but rather to create a climate in which a change can occur. Skillful interviewing requires empathy on the part of the librarian. Throughout this entire process the librarian must preserve an open mindedness and have the ability to think and act simultaneously and appropriately in any given situation. The librarian's behavior will vary according to the patron's needs and not the librarian's preconceptions about the needs of the patron. The librarian's main function is to lead the patron toward accepting personal responsibility and seeking for himself intelligent and realistic answers. (23, p.16)

It is the patron who does most of the deciding of what will be talked about. Genuine listening is hard work. It requires hearing the way things are being said, the tones used, the expressions and gestures employed.(51) An attitude either too casual, superior, or overzealous will surely interfere with establishing the necessary rapport. Instead, a warm, friendly, considerate, and relaxed atmosphere will enable the patron to express whatever he likes. Through this interpersonal communications the librarian becomes more familiar with the needs of the patron, and at the same time is aiding the patron toward self-decision and personal development. In such an atmosphere, the patron can confront himself as well as those thoughts and feelings which govern his behavior but which he may hide, distort, or deny to himself.

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INTERPERSONAL ASPECTS OF LIBRARIAN COUNSELING

The most essential characteristic of the librarian counselor appears to be understanding or empathy. The art of making oneself sensitive to the feelings and reactions of the person with whom one is dealing is a useful tool any librarian can employ in his interviewing sessions. Although the librarian counselor does not need to use the same depth of empathy that a marriage counselor, for example, would require in sessions with a client who is trying to save his marriage, the same tools will make the librarian's task easier.

Patrons in the library often do not ask the librarian the question that they really want to know. Sensitivity to the patron's unspoken needs, as well as attention to the actual questions he asks, will result in a more satisfactory interview. Attention to patron reactions or gestures may reveal more to the librarian than the spoken word. Skillful questioning requires the use of empathy, the art of putting oneself in the patron's place.

Related to empathy is transference and countertransference. Transference occurs when the patron attributes qualities of persons important in his past life to the librarian with whom he is presently dealing. Such transference may result in an irritated, or even hostile attitude toward the librarian. Many library patrons have retained an unfavorable image of the "librarian" from an unplesant encounter in the past. When this occurs, the librarian ought to be aware of these transferences, to understand and accept the transference and not over-react.

Countertransference may occur, for example, in an interview with a long haired, bearded young adult whom the librarian may unconsciously regard as a dope-using "hippie". This an extreme case, but librarians should be aware of their own possible identification of a single patron with an entire portion of a larger group. If the librarian reacts too strongly to a patron, he will be better served if referral is made to someone else. Perhaps his most useful tool or method is the use of empathy, which could be defined as an active kind of listening. He should be aware of possible transference by the patron and of counter-transference on his own side. His function is not to change the patron, but to make desirable change possible.

Interpersonal involvement refers to the degree of empathy, identification, genuiness, concreteness, acceptance, emotional exchange, and dynamics of a relationship that develops between two people, (i.e. librarian and patron). The relationship that develops between a librarian and a patron can result in one of three possible situations:

1. The librarian can assume an aloof, seemingly objective, and detached attitude that produces an emotionally impoverished counseling atmosphere.
2. The librarian can become emotionally involved with a patron to satisfy his own unconscious needs.
3. The librarian can select the appropriate combinations of objectivity and sensitivity to produce an effective counseling situation.

Interpersonal involvement must take place in any effective relationship. Some maintain that the librarian must remain objective even to the point of being noncommital to the human situation of counseling. Those who propose this approach are usually persons who do not understand their own values, attitudes, and needs nor do they want to become involved in a relationship that will break through barriers and defense mechanisms which protect inner weak points. In order to maintain their professional image such "objective" librarians ignore or rationalize any response from the patron which may lead them to identify with his feelings. Very seldom will a patron receive any lasting effects from such a relationship.

A second type of librarian is one who does not understand himself and is in need of satisfying his own emotional drive, unconscious conflicts, and neurotic traits. This person lacks objectivity and responds to the patron's transference with uncontrolled countertransference. Such a relationship involves excessive sympathy, seductiveness, resentment, hostility or authoritarianism.

A comprise between the two methods must be maintained and infers that personal involvement is part of the total librarian-patron interface. It is based on the assumption that subjectivity can be an effective counseling tool but only when it is controlled. Countertransference does have some dangers, but if controlled it can help the librarian understand the patron through identification and empathy. The patron feels that the librarian shares his world and this allows him to explore further and communicate the outcomes.

What must be the characteristics of a librarian who can sit in the other person's seat and see throught the other person's eyes and at the same time retain his own point of view? This type of person is really two persons at once. To be able to carry on this type of relationship requires nearly superhuman qualities. The person must be true to himself. He must know and accept his capabilities as well as his shortcomings. He must view these objectively and be consistent. He cannnot wear one hat for the head librarian, another for the supervisor, and a third for his collegues. He must also constantly try to reevaluate his behavior.

During interpersonal involvement, the librarian discovers a portion of the patron's world as understood through a mutual sharing throughout the encounter. The librarian is permitted by the patron to share in his world. As a result, the librarian is obliged to share with the patron what he considers to be of importance to the solution of the problem. For the most part, this reciprocal relationship involves seven major aspects or qualities that must be present if interpersonal involvement is to reach its maximum effectiveness.

The librarian should maintain a spontaneous expression of warmth towards the patron and thus eliminate any sense of anxiety or fear. The librarian must be considerate, tolerant, and interested in the patron's problem and situation. Friendliness is reflected in the sincerity of the librarian, and also by his freedom to give expression to his own self. On the other hand the patron must be willing to communicate with the librarian and to respond to the librarian's questions and comments.

Acceptance involves respect for the patron as a person of worth who is unique but with a specific problem. The librarian does not make moral judgements about the patron's behavior and attitudes. The librarian respects the patron's right to make his own decisions. The patron should be made to feel that he can share his personal world with the librarian and, as a result, be able to explore this world further and to communicate this exploration. Acceptance also involves the librarian's sense of self-acceptance, or the frank recognition of his own strengths and weaknesses. The patron indicates his acceptance by respecting the librarian and freely relating to him as an equal, rather than as a judge or moralist.

The librarian considers events, ideas, and behavior about the patron as external to his own self-consciousness. The librarian stands back from the patron's problem and helps him look at himself with greater reality. The librarian must be aware of his own bias and prejudice, as well as his own strengths and weaknesses, in order that he will not bring these tendencies into the counseling situation.

The librarian must express himself in concrete terms and not use vague or ambiguous generalities. He should be able to guide and should be helpful in the discussion so that the patron can discuss his problem in specific terms. Any lack of sincerity will prevent effective communication. The librarian must generate interest in the patron's problem and avoid any artificiality. The librarian must be straightforward, honest, and sincere in his attitude toward the patron and his problem.

The patron must be able to express himself freely. The librarian must be in emotional contact with the patron and be able to accept the patron's pain, rejection, or other feelings that are expressed during the session. Permissiveness creates an atmosphere in which the patron can engage in inward-probing to discover feelings and experiences about himself and his world. It should be made clear to the patron that he is safe from criticism or rejection for anything that may be said.

No librarian can pose as an expert always knowing with certainty how to help the patron. Librarian and patron are engaged in a human task and this requires an unobtrusive technique. The solution to problems of living remains within the individual, even though he may need help to act upon them. Counseling can only go as far as the individual wants it to. The librarian tries to make the patron realize his potentials and assume responsibility for his actions.

The librarian cannot think only in cause and effect relationships. If he does, he should question what he is doing and whether it is consistent with his beliefs. A librarian is compelled to face problems and search for solutions. Then he will be truthful with clients, himself, and his profession. The librarian's professional identify must always be the same in or out of the library or else the patron will sense a lack of congruity between his words and his actions.

In discovering his counseling identity the librarian must not be "pulled" in every direction. He must strive for consistency with everyone. His qualities should be evident in all his associations. He must not show empathy with a patron and be cold with a staff member. The librarian should be as emotionally involved as is necessary to keep the patron interested in the exploration of his world. He must be a participant of the world of the patron while at the same time being an observor.

Perceptual sensitivity deals with the accuracy with which one person perceives another; how well a librarian conducting an interview can get to the heart of another person's problem; how well the librarian can see how to help the person he is interviewing. In short, the librarian must react empathically and abstract the patron's unvocalized requests and problems.

Empathy is important in dealing with what people are thinking and feeling. It is the ability to put yourself in the other person's position, establish rapport, anticipate his feelings, reactions and behavior. This is a type of role playing. The librarian actually tries to become like the person whom he is counseling as much as possible. As the persons involved continue to interact, they converge and so to say, speak the same language. Each counseling relationship or interview has its own flow or movement and the results of the perceptual sensitivity rests to a very large extent on the amount of empathy the librarian and patrons have developed.

Smith says that empathy in a perceiver is the tendency to assume that another person's feelings, thoughts, and behavior are similar to his own. "The core idea of empathy is the ability to transpose oneself imaginatively into the feeling, thinking, and acting of another. It is the best-known, but elusive idea in the field of sensitivity. It is used to refer to specific components of sensitivity but also sensitivity in general; to predict outcomes but also determinants that lead to these outcomes; to differences between individuals, but also to phenomena referring to all people." (H. D. Smith, Sensitivity to People McGraw-Hill 1966, p. 19)

Sensitivity apparently is the ability to predict what an individual will say, feel and do about you, himself, and others. Besides empathy, observation is an important determinant of sensitivity. What we hear a person say and see him do influences what we think and predict about him. Predictions about himself determine the perceiver's predictions about others. The habits of judgement in a perceiver are based on what he himself is like and how flexible he is as well as upon the range of experience he has been able to interpret.

Understanding is based upon a combination of factors such as observation, adherence to sterotypes, and knowledge of the individual. The perceiver is not evaluating or judging the person but trying to understand him. It is an awareness of the person as a whole. The way the librarian perceives the patron will affect the interaction which takes place between them. This awareness and understanding of the patron and his needs will enable the librarian to better satisfy his needs.

Cognitive flexibility has been defined as the capacity or ability to think and act simultaneously and appropriately in any given situation. The librarian must preserve and open-mindedness adaptability, and considerable resistance to premature closure in perception and cognition. The librarian must develop his capacity for more intense interpersonal relationships. As a result he will bring more of himself to the counseling interview and be a more successful advisor.

Effective librarian-counselor behavior results from the ability to remain cognitively flexible, to promote an open and searching examination of many perceptual and action possibilities. The librarian's responses are varied according to the patron's situation and not the librarian's preconceived structuring of the case. The concept of cognitive flexibility is a major and determining influence on the librarian's ability to respond to the various personal modes through which the patron passes.

A good librarian or listener will recognize the individual as an intelligent being, one who is able to think and make decisions. The librarian will open himself up, and permit himself to become a resource and not an obstacle to the education and learning of the patron. The responsibility is, or should be, greater with the librarian because what he does or does not do can determine how the patron will take advantage of the resources in the library in developing his education.

Cognitive flexibility has dimensions of open-mindedness, adaptability and a resistance to premature closure in perception and cognition. Rigidity assumes the opposite, an intolerance of ambiguity, an excessive need for structure, a difficulty in adaptation especially to ambiguous situations. The flexible librarian can respond easily to both the content of what the patron says and to his feelings.

The personality of the librarian is the most important variable in determining the effectiveness of counseling. A librarian's own feelings are important sources of information in unraveling the emotional communication of others. There is no single personality type which is particularly suited to counseling. It appears that librarians with different personalities can approach the same patron in different ways with equally favorable results. However, an "open personality", one in whom there is a relatively high degree of self-communication, is a much more effective counselor than the "closed" person.

Ideally, the patron should leave the interview as a more "whole" or "complete" person, with a more positive attitude toward life and more independence. This can occur when two people participate in an interaction which is a product of the two personalities. The entire relationship is dependent on the attitude of the helping librarian--how he sees himself, his work, his objectives, and his patrons. It is his personality, and how well the librarian has learned to use his unique self as a "tool" for working with others, that is important. Psychological openess establishes an interpersonal atmosphere conducive to the patron's increasing understanding of himself.

The fact that a librarian works with people implies that flexibility is crucial. It is not possible always to think ahead, to predict feelings and behaviors of people with complete certainty. Cognitive flexibility is the most important component in any counseling interaction, especially when the patron's objective is to clarify his own ideas and to solve his problems. A flexible librarian can rapidly respond to the content of the patron's speech and to his feelings. This flexibility implies an avoidance of excessive structuring as well as the complete ambiguity of nondirection.

The non-authoritarian librarian has less need to perceive similarity between his own and other's values and attitudes. His reaction to others will be more highly individualized and his evaluations more objective. Therefore, he will be better equipped to use subtle personality cues and make more personalized, insightful assessment of the attitudes and values of the patron.

Rigidity or authoritarianism implies the opposite characteristics --intolerance of ambiguity, excessive need for structure, and difficulty in adapting. Such librarians are repressive, conforming, and stereotypical in their thought. Authoritarian perception is restrictive and tends to value its own opinions, attitudes, and characteristics as opposed to other members of the in-group. Such librarians need to deny their own hostilities and often have difficulties with minorities with whom they cannot identify at all.

The effective counseling librarian tends to see himself as being concerned with larger rather than smaller meanings and as being able to handle situations. They identify with people and are self-revealing rather than self-concealing. They are altruistic rather than narcissistic. They would like to free people for themselves rather than gain control over them. The authoritarian librarian usually is not keenly aware of the emotional and social attitudes of others with whom he has brief and casual contact. The authoritarian's lack of insight and need to identify with a in-group of superior status results in perceptual distortions which exaggerate and extend the similarities between himself and his peers.

Cognitive flexibility implies avoidance of either excessive structuring (advice and direction) or the complete ambiguity of non-direction. The objective is to help the patron gradually to clarify his own view and, indeed, achieve his own solutions. Cognitive flexibility will enhance effective librarian-patron collaboration. The librarian operates with open-ended cognition within himself and will have the ability to listen. A mature librarian can be serious, gay or detached according to the challenge of the situation.

A person seeking help should be given help as direct as possible and in the simplest terms that the situation will permit. In this way, there will be less chance of omitting from or adding to what has been said. If the librarian is not quite clear on the problem, he can ask questions of the patron that will help him to understand. Too much information, which may not even be relevant can cause confusion and, also, there will be greater chance of reading more into the problem. Problem solving is a major method of the librarian whether he is directing a high school student, college freshman, or a layman.

Librarians if they have erred have done so on the side of a lack of discussion of technique. In fact, it is difficult to cite even one reference dealing with the techniques of advisory counseling. It appears that librarians have almost completely abdicated any responsibility for learning about, let alone improving the skills of counseling. Shertzer and Stone in commenting on the common elements in the various theories of counseling cite the following: (Fundamentals of Counseling. Houghton Milflin 1968, p. 321)

> First is flexibility, and he noted that the hallmark of the experienced counselor was his ability to fit his style to the unique character of the client and the relationship.

> Second is motivation; individuals who want counseling are more likely to profit from it. Third is relationship, generally seen as the base on which the structure is built. Fourth is counselor respect for the individuality, humanness, and complexity of the individual. Fifth is communication between counselor and client, whether through words or non-verbal cues. Sixth is learning, present to some degree in all theories in that the client learns more about himself and his world and therefore performs better. Seventh is direction of the client by the counselor, recognized by most theories; Steffler noted that concern has shifted from the presence or absence of direction to the extent, method, and purpose of direction. Eighth, the counselor's presence, interests and activities are seen by all approaches as giving support to the client. Ninth, the counselor rewards the client for his presence and for some of his behavior. Finally in respect for purposes of counselors, all seek a free, informed, responsible person.

Consistency of communication implies a well integrated sense of the librarian's own identity in order to establish direction and unity in an interviewing or counseling situation. There must be a systematic exchange and logical flow of ideas. The logic may be inductive or deductive. However, this will change as the interview progresses. At first, inductive considerations will predominate based upon the experiences of the patron. As these are clarified and symbolized, the librarian can then move into deductive considerations especially when the patron shows a readiness to participate in appropriate search strategies.

The success of the interaction between the librarian and patron is heavily dependent on the effectiveness of communications. If there is good rapport between the librarian and patron, it is reasonable to use a more forceful approach in an attempt to solve problems or arrive at decisions. Authentic behavior (being oneself) aids in developing personal understanding and individual concern. An attempt should be made to uncover what is going on inside the patron in such a way as not to create any resentment. Emotional expressions either facial or vocal are helpful in estimating the communication between the librarian and patron.

Perhaps the first place to start is to examine ourselves as counselors. Do we play an artifical role while mingling with others? Perhaps the role takes many shapes, determined by how others think we should act when on the job, even though it may be false. An artificial role will hinder progress when trying to help others. The librarian should act in a way that is natural for him. He becomes more approachable and the patron tends to view him as a human being who may have problems but successfully copes with them. The patron sees that he does not have to conform to everything in life but to live life in a manner that is not injurious to anyone else or to himself as Albert Camus would say.

The patron who needs help displays a certain amount of difficulty in expressing his needs and problems. The more difficult the problem, the more reticent the patron becomes. He may pull disguises over the real problem. Drawing the person's problem out with a minimum of pain needs the concerned, human touch of a librarian who is not afraid to be himself and who has only his patron's interest at heart. The librarian's established value system is not forced on the patron but can serve as an example to follow or as a successful model of what may be beneficial to him. The librarian uses his personality (professional) to motivate the patron to participate and to learn about changed behavior patterns.

These factors are very important for a librarian who works with people. The library is a place which houses great amounts of knowledge. It hires people to work on its staff who are authorities in many and various fields of knowledge. Many people, upon entering the library, vainly try to be self-reliant and find their own material. It is up to the librarian to note the expressions of bewilderment by patrons over the mass of seemingly unorganized literature. A hopeless expression on someone who tried and failed should be sought out by the librarian and the seeker of help may be approached:

Librarian: Hello, may I help you? You look a little bewildered.

Patron: Yes, I am lost.

Librarian: Well I used to feel exactly the same way when I entered libraries. I hope that I can help you locate what you want.

Being able to relate to the feelings expressed by a patron is necessary to encourage the user to communicate. It is appropriate to show interest in him so that he will be interested in your ability to help him. The librarian should be able to suggest tactfully a better source of information than perhaps one suggested by the user because the librarian is the authority on the subject and with materials. The librarian recommends informational sources so that the patron may improve his outlook or elicit behavior change. The librarian performs nearly the same functions as to his ability to do the job competently and confidentially.

The librarian deals directly with individuals who are interested in anything and everything. Too few people realize the possibilities and the extent of counseling which librarians, conscious of their opportunities, are ready to assume. Reading guidance, help with hobbies, motivation toward good citizenship, and vocational assistance in life-work are just some of the problems the librarian has the opportunity to help the individual solve each day.

If the librarian is to succeed and meet responsibilities, he must not only understand and be sympathetic toward others, but must also understand himself. The librarian must develop a sense of personal identity which will give direction and unity to his behavior and in relationships with others may be regarded as consistency of communication. It suggests that there is something more important than knowledge of formal counseling principles which will enable one individual to successfully help another. Factors which contribute to personality growth are not peculiar only to the professional fields, but rather are related to the capacity of one individual to relate meaningfully to another.

If genuine dialog is to occur, each person who takes part must bring himself into it. Throughout an interview, the librarian tutors, or guides. What he demonstrates is really what he believes to be a reasonable and adequate way of living through the mature use of information sources. Most significant changes can be produced when the librarian's real person, the totality of his perceptions, feelings, attitudes and experiences enter fully into the relationship.

The librarian should use himself in his professional role as a kind of information retrieval model. Through identification with this model, the patron develops a new ego-ideal, or self-concept, and this conception of what he would like to be then can determine changed behavior. In reality, all anyone has to give is what has become a part of him. When we attempt to use that which we have not integrated into ourselves, we lose the personal relationship which is so vital to effective communication with others.

It seems likely that we can maximize the effectiveness of counseling when we learn to respond in a sensitive way to another human being and his needs. In our world today there appears to be a breakdown in the consistency of communication in most fields of endeavor. Whether in schools, in government, in business, or in libraries this breakdown is serious and apparent. Unfortunately, many patrons in a library have received neither consistency nor communication. In order to become effective practicing professionals, librarians must develop a consistency of communication with patrons at all times. Blocher says that: "The effective person is reasonably consistent in his behavior both within social roles through time and across social roles. The element of consistency is based upon a wellintegrated sense of personal identity that gives direction and unity to behavior."

People do not always see things as they are. In reality the perceiver decides what a thing is and where it is. If librarians remember this, it may help considerably in working with people, and in developing an authentic behavior in their professional relations. Cottingham continues and defines authentic behavior by saying: "The core concern is the need for seeking greater implicit awareness of experience by deriving more felt meaning from experiences that involve both feeling and events or concepts ... Authentic behavior in professional functions refers primarily to the responsibility for this type of conduct among counselors, teachers, psychologists, and other personnel workers." (Cottingham p. 329)

Librarians can never be sure what will happen in any type of interview. Results are never guaranteed. But if the librarian is trained in interviewing techniques, he can be better prepared to handle the patron and able to help solve his problems. As Shoben says: "Neither, for example, can predict with certainty the outcome of any particular course of action that the patient may elect; the clinician may never be sure of the precise effects his words or manner may have, and the counselee is never able to count to the fullest on the comprehension or regard of the professional servant. The counselor must necessarily work in an atmosphere well saturated with ambiguity, and it is quite possible that a main objective of the helping process is that of facilitating the client's zestful tolerance of the same muzziness that attends so many of life's most vital choices."

Many librarians in dealing with patrons tend to be judgmental. They observe and listen to the patron and make judgments perhaps all too rapidly. While judgmental counseling can elicit talk about problems, the librarian may not aid the individual in a meaningful way. How librarians express themselves to patrons is extremely important. Librarians cannot forget that we express emotions both vocally and facially. Few people are able to successfully hide behind a "phoney front." What we think shows more clearly on our faces than in our voices. Even if able to control our voices significantly, we cannot control the thoughts betrayed by facial expression.

Patrons must be assured that the librarian wants to help them. For the librarian it might be said that the patron's belief that the librarian will help him or try to help him will make the interview and the area of communication more successful and meaningful. Librarians must attempt to develop and apply their own consistency of communication with patrons in the library. No one can ever have complete control over his feelings, but librarians can be trained in good interviewing techniques, and be genuinely interested in, and concerned with the patron's problem. Even if the interview ends with no immediate solution, the patron will consider it successful if the librarian demonstrated a willingness to be helpful.

The selection of a profession by a recruit to it is in part determined by the range and kind of contact with people. The concept of the role of the librarian has been one of selective contact with people. But the profession is changing and it should be remembered that the characteristics of a successful librarian-counselor discussed above are present in everyone to some degree. The emphasis in professional training lies in the combination of these qualities at the right time and for the right situation. Interviewing plays a significant role in helping the librarian modulate his behavior while in the presence of a patron seeking help.

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PSYCHOLOGICAL DIMENSIONS OF LIBRARIAN COUNSELING

Counseling is an integral element of librarianship and the essential method for assisting human communication in the context of a dyad relationship between the patron and the librarian or information specialist. It assumes a helping relationship on the part of the librarian which has been frequently described in the literature of library science. Various aspects of this helping relationship have been known as reader book selection, reference retrieval, information advisement and tutorial guidance.

Counseling, however, preceeds information retrieval and advisory guidance. Developmental counseling is needed when the patron has not, or cannot organize his unresolved personal experiences nor has developed the symbols necessary in order to discuss "felt" needs. With counseling, an understanding about his life experiences begins to develop as well as cognitive flexibility. Only at that point does the patron have his mental concepts under his conscious control. Once under control, his cognitive structure is able to employ relevant retrieval strategies. The counselor librarian takes the patron where he is and helps him conceptualize felt needs as well as identify and employ appropriate problem-solving techniques.

Functionally, Maxfield(1) identified five levels in professional counseling whether it is used for educational, vocational or library purposes. Counseling is an operation, or patron-counselor interface which may occur at any one or more of these levels but which involves more extensive human and thus professional communication only at the three upper professional levels. The first level involves the answering of questions as in reference work by a librarian or in retrieving data by an information scientist. At this elementary level, information retrieval is mainly a transfer process once suitably heuristic competencies are employed by the patron. The skills involved have been largely reduced to formalized patterns of retrieval(2) and the questions themselves categorized(3) for increased associative power.

In the second phase of counseling, advisement occurs as in the case when a reader's adviser or reference librarian recommends some reading program or an appropriate bibliographic and search technique. Hutchins(4) and later Shores(3) described this function as subject reference work and developed heuristic techniques under the general problem solving model. More recent writers, following Rothstein(5) on the other hand, prefer to compartmentalize this function into three service techniques: information, instruction and guidance. This approach however neglects the fact of significant differences between instruction and guidance which Weitz(6) has so carefully pointed out.

Counseling properly so called begins at the third level of competence. Counseling is more than advice-giving, although advice and information as well as problem solving may be incorportated into the counseling process. Counseling concerns itself with the removal of perceptions and attitudes which tend to block thinking and learning. Seeking to bolster the patron's motivation, successful counseling leads to changes within the patron that will help him with the development of cognitive flexibility, solve immediate problems and make wiser decisions in the future.(7)

In counseling, each patron is considered to be a responsible participant in his own growth and not merely a passive receiver of the librarian's advice, information or instructional guidance. The librarian begins with the person where he is and endeavors to understand him as a whole person.(8) Each patron's progress in cognitive development and cognitive flexibility affects and is affected by his personal, social and intellectual capabilities and experiences in on-going, real life situations. Such patron-oriented concerns as these are the only "items on the agenda" of interpersonal communication between patron and librarian.

Counselor librarians may be well acquainted with the contents of all types of materials and the scope of community resources but they help the patron to focus on his concerns rather than their own personal and professional enthusiasms. Librarians are skilled in such self-control and do not as Flexner says, "...let personal enthusiasm for books and a desire for perfection influence the selection of titles for lists to such an extent they meet the librarian's ideals rather than the reader's needs."(9) Once the patron has been helped to symbolize a previously "felt" need, the counselor librarian encourages him to develop a plan for problem solving which may include community resources far more particularized than the library can handle. Consequently, the generalized problem solving plan has been defined by Booton as a program involving, "self education through books and other resources of the library and community."(10)

The final two levels of counseling include clinical counseling (four) and psychiatric consultation (five). Clinical and psychiatric counseling are conducted by specialists with appropriate graduate training and clinical experience. These counselors handle referrals made to them by the counselor librarian operating as a third level collaborator. In addition, clinical and psychiatric counselors may employ special librarians as assistants in order to provide each patient with interesting activity and to occupy his time. These service oriented library specialists sometimes called "bibliotherapists" work on a team including play, occupational, physical and other adjunctive therapists. The therapeutic team is supervised by a clinical or psychiatric counselor.(11)

Counseling and librarianship have grown as the profession has become more sophisticated in its awareness of interpersonal communication. The interface between librarian and patron is based upon a self-disciplined stance on the part of the librarian. Eschewing a conversational mode the librarian holds verbal communication to a minimum so that he can listen to the patron and think about unspoken needs. Content analysis principles and methods have been used to improve counseling methods and interviewing techniques.

Employing content analysis techniques, the librarian listens to meaning as it develops out of the interview. The librarian hypothesizes about the patron's intentions, especially the motivational direction of unspoken needs, and investigates the experiences which appear to require organization around relevant symbols. The interview is a transactional interface which helps the patron develop some cognitive direction in his every day experiences. Once symbolization, that is cognitive structure, occurs then meaningful contact can be made with the corpus of knowledge.

Counseling is of three types (therapeutic, clinical, developmental) and comes before, not after advisory services and reference retrieval. Developmental counseling is most often used by the librarian, while patrons with repressions or psychoses are referred to clinical or therapeutic counselors. Diagnosis in developmental counseling consists of a succession of hypotheses as to what is occurring in the patron's cognitive and affective domains. The counselor librarian makes inferences about these changes in the patron in an effort to make his own responses more relevant to the patron's ill-formed expressions of need and interest.

Information retrieval is rarely sufficient by itself to produce communication. In order to do so, information must be related to the already existing framework or attitudes, interests and needs of the patron whose behavior the information is to affect. The identification of such teachable moments is the essence of developmental counseling as employed by counselor librarians. Once some concepts are formed by the patron which are relevant to his experience as he perceives it, then it is possible for him to use them for inference and thus for the learning of more clue opportunities through reference retrieval. The act of inference categorizes or classifies a particular symbol on the basis of information cues about its relationship to a more general or more specific concept.

Once assisted in vocalizing a felt need, the patron can begin the search for information from documentary sources. The librarian can help the patron devise information retrieval strategies and lay out a "reading" program that will help the individual understand and synthesize his previous disparate experience. Counselor librarianship has negated nothing of the traditional librarian's work with readers. On the contrary, counselor librarianship demands the highest level of performance in content analysis and retrieval strategy development. In addition, it establishes and intensifies the relevance of information and documents to actual concerns of a specific patron.

The commitment to a democratic form of society is basic to guidance through library science. The individual has the obligation to make his own decisions for which he is responsible. The healthy personality includes traits considered essential in a democracy. Guidance in problem solving is considered to be a major social method for alleviating interpersonal, intergroup and intercultural conflicts.

The world view most often expressed by librarians is that of moderate realism. Truth is not only reached through a process of problem-solving or consensus, but rather by checking hypotheses against the world and its harsh requirements. The test includes scientific verification and inductive logic, rather than consensus and deductive logic.

Man must first become aware of the objects of sense experience before he can label them and subsequently alter the situation. But the action of perception-cognition alone does not create or change the world of objects. The purpose of conseling guidance and its processes is not problem-solving alone. It is an aid to self-guidance and personal development as a means to an end. This means the achievement of congruence between the person's cognitive field and "objective reality". In this view, non-congruence is symptomatic of maladjustment.

A basic construct is that the organism has some form of "self-starter" within it, or as Rogers puts it, "a force driving one toward adjustment." This is related to the communications concept of an adaptive control organism. Change can be explained by viewing man's experience of the world as the thing that is changed, not the world itself. At various points in time, the patron views things and values differently for no person can reach complete congruence with reality. As he reaches for congruence, he states that the world has changed, ie his view of the world (Carlton E. Beck Philosophical Foundations of Guidance. Prentice Hall, 1963.) Beck's principles can serve as useful items for a discussion of the philosophy of librarian counseling.

Advisory counseling involves contact between a trained librarian, who provides the setting and structures the relationship, and a second person, who initiates interaction. The second person initiates the interaction in order to explore and obtain relief from disparate emotional experiences that are not understood, nor organized into cognitive patterns. Such a relationship is directed towards the goal of facilitating change in the person seeking help, whereas ordinary conversation is initiated to satisfy a number of socially satisfying motives, covers a series of topics, and takes place in diverse settings. The same processes operate in both, although emphasis may differ.

If society had to depend on specialists to preserve its mental health, the human race might long ago have been destroyed by itself. But there have always been personal companions who have provided the silence or the words that bring insight or understanding. Interpersonal involvement implies that one should be available to others, that he be interested in others, and open to the meanings they express. Certain characteristics of communication are likely to contribute to personal growth in others:

1. Willingness to become involved with the other person, to take time, to avoid distraction, to risk attachment to others. The very fact of personal access may be therapeutic and verbal participation may not be necessary. Cutting off persons who need to communicate is a destructive human act which unfortunately we are not always aware of doing.

2. A permissive interpersonal climate must be developed. Judgments prevent an exchange of experience and disapproval forces persons to distort what they think and feel. The other should be valued as a human being and not as an object. Respect for his integrity is not affected by the things he says or does.

3. Opportunity and encouragement to speak means listening without anticipating, and without forcing meanings into preconceived interpretations. Librarians so phrase questions that response is natural to the patron and not forced out of him.

4. Communication depends on the ability of each person to be open to his own experience and relevant feelings cannot be denied awareness.

Librarianship, at least the modern profession, is firmly rooted in the principle of establishing a helping relationship for the individual. The librarian must be something more than a bookman. Librarians facilitate cognitive progress for the individual towards self-set goals by interacting with his information needs and interests. Information and referral services of an external nature may be supplied but the primary purpose is to facilitate individual personal development, ie cognitive structuring and/or behavioral sturcturing.

The librarian endeavors to provide a relationship of mutual trust and open up alternative ways of self-understanding and of action for problem-solving. Sincerity brings this about. Involvement with the situation in which the patron finds himself is developed by the librarian particularly in using sources of information to become a mature and self-actualizing person. Library advisory services are designed to develop individual freedom and effectiveness in the use of resources and to overcome personal limitations both internal and external.

> "The effective person is seen as being able to commit himself to projects, investing time and energy and being willing to take appropriate economic, psychological and physical risks. He is seen as being able to think in different and original, ie. *creative* ways. Finally, he is able to control impulses and produce appropriate responses to frustration, hostility and ambiguity. (Donald H. Blocher, "Wanted, A Science of Human Effectiveness." *Personal and Guidance Journal*. March 1966.

The patron-librarian relationship is meaningful as librarian and patron are affected by each other's verbal and non -verbal communication patterns. Communication and interaction are both cognitive and affective, and lead to more effective communication and information skills. Both participants work together toward a goal defined by the patron and patterned upon the realities of the information retrieval context as opposed to the methods of bibliotherapy.

The librarian counselor differs from the reference oriented information scientist who is content or knowledge-oriented rather than client-centered. All public services librarians need to be counselor-oriented so as to be available when the patron is ready to take advantage of such help. A patron seeks out the librarian advisor in an effort to overcome the burden of a great amount of personal experience which has become too unorganized for him to understand let alone synthesize or relate to the structured socio-cultural environment in which he is emersed. His experience has not been symbolized and integrated into a meaningful and organized self-structure. Consequently he needs to talk to someone who will accept him "where he is," even possibly in the realm of emotional despondency and help him move towards cognitive flexibility and thinking based upon appropriate information and possibly sustained by reading, viewing and listening programs.

Basically every man wants to be a continuing self-learner. Despite negative feelings and apparent indifference to change there are few men who do not want to be positive, constructive and concerned about others. Men generally do not want to be controlled. Rogers has summarized in nineteen principles the processes by which men move toward self-government, self-regulation and autonomy. Principle eleven is pertinent in order to locate the function of librarian counseling:

> "As experiences occur in the life of the individual, they are either (a) symbolized, perceived and organized into some relationship to the self, (b) ignored because there is no perceived relationship to the self-structure, (c) denied symbolization or given a distorted symbolization because the experience is inconsistent with the structure of the self." (Carl R. Rogers. Client-Centered Therapy. Houghton Mifflin, 1951. p. 483-524.)

The first way in which experience is handled in the above quotation is that of the mature continuing self-learner. A person in the second behavior pattern can be helped by the librarian advisor and other developmental counseling professions. Those persons in the third behavior pattern may need the assistance of professions trained in therapeutic techniques.

Attempts have been made to indicate the major steps in the process of symbolization. Perceptions of the real world are interpreted and synthesized into an abstract representation of it. Having first encountered objective reality with the senses, the individual moves rapidly from this "unspeakable" level of encounter and attempts to discover appropriate symbols. The counseling process which helps a patron explore realistic structures is described by Henry Weitz, (Behavior Change Through Guidance, Wiley 1964, p. 81):

1. The client participates in some event.
2. Out of all the elements in the event, the client selects some; these he perceives and responds to.
3. Out of all the responses made by the client in the situation, some have greater significance.
4. The counselor listens to the client, and while he is listening, he symbolically projects some of his own similar experiences into the client's description.
5. Out of this total description--including the counselor's projections--the counselor selects some elements; these he perceives and responds to by drawing inferences and formulating structures.
6. Out of all these inferences and structures, the counselor selects some; these he reports. This report by the counselor, involving high-order abstractions in some cases far removed from the original event, is his tentative problem identification or diagnosis.

It is the responsibility of the librarian to implement a counseling relationship with the patron who seeks out his services, or else refer the individual to sources where a more appropriate relationship may be found. The librarian adapts particular techniques to the patron's experiences, attitudes and methods of speech. Characteristic responses and verbal patterns determine to some extent the techniques employed. But most of all, librarians try to be themselves rather than play a role.

Most of the time in the librarian advisory relationship the patron will not be an expert in the particular topic about which he is expressing some interest. If he were, the proper inquiry negotiator would be a reference librarian. Consequently some counseling and guidance is generally necessary, and this "leading" should be varied and given only as much as the patron can tolerate at his level of understanding and cognitive ability. Counseling uses a variety of brief questions and statements to elicit the interpersonal data essential for interpretation and the construction of tentative hypotheses about retrieval strategies. The patron's knowledge of library procedure and general educational level should be known when the retrieval strategy is formulated.

There are many characteristics in the counseling relationship. Some organization of these observations is necessary to promote continued growth and development as a librarian advisor. Methods can be developed around certain concerns such as the association of ideas, shifts in conversation, recurrent references, inconsistencies and gaps, concealed meanings and nonverbal behavior. Shertzer and Stone indicate these concerns in the following questions (Fundamentals of Counseling, Houghton Mifflin 1968, p.390.):

> How do I view the association of ideas contained within the interview?
>
> What shifts in conversation occur which might be meaningful in revealing his real concern or interest?
>
> What content and affect were present in the client's opening and closing statements?
>
> What recurrent references were present? Is the patron giving clues which the librarian ignores since he feels that the problem has already been identified?

Did inconsistencies and gaps occur which might be of particular significance?

Does a reconsideration of the session indicate an unconscious effort to conceal or hide that which is of concern to the counselor?

The librarian is approachable and secure as a person. This idea is part of every professional librarian's basic knowledge and belief in his profession. He accepts other's ideas, actions and suggestions. The librarian exudes such confidence in his own resources that the patron looses his fear of experimentation. The librarian places at the disposal of the patron his repertoire of skills and information while at the same time working toward and supporting the individual's initiative. The librarian functions in such a manner that the patron can achieve the emotional strength and security to freely express his viewpoint, problem or situation.

Involved as he is with many material resources, the librarian may forget that the most significant resource he brings is himself. The librarian must have confidence and self-satisfaction. A librarian counselor must be aware of his own emotional needs, his expectations of himself and expecially of his privileges in the counseling realtionship. The librarian must experience himself as a person of worth before he can accept others. The greater his own congruence, the better he can assist patrons to acquire mature information processing behavior.

In library counseling, conflict may be impossible to avoid. Each patron holds expectations of what he thinks the librarian's role is and may make inappropriate demands. In such instances conflict is unavoidable. The librarian must work towards resolution by acknowledging demands and educating others to appropriate expectations.

Library counseling tries to facilitate human development as an interaction between the individual and his environment. The librarian serves not only as a feedback mechanism for the individual but also as a catalytic change agent. "Unless the developing individual can exist in a milieu within family, within school and within community where some rather high degree of understanding of developing needs and processes can be found, much of the work of the counselor will be hopelessly difficult." (Donald H. Blocher, "Can the Counselor

Function as an Effective Agent of Change." School Counselor May 1966.)

The function of the librarian counselor cannot be discussed under any single counseling theory. In the advisory situation, the librarian may move from client-centered awareness, to the ambiguity of free association, to the role of an expert inquiry -negotiator. Because of this, librarianship is in need of a theory of helping behavior in order to organize its methods and even the lack of method which appears to be so common today.

> "A counseling theory is a way of organizing relevant, available knowledge about human nature in a way that enables the user to be helpful to other people within the framework of a counseling relationship. As such, a counseling theory differs somewhat from general psychological theories in that the latter are intended to create added knowledge about human behavior through the generation of new research." (Donald H. Blocher. Developmental Counseling. Ronald Pr., 1966. p. 25.)

The librarian may at times be tempted to consider himself a mind reader with some peculiar capacity of penetrating the thoughts of others by extra-sensory perception or by the careful observation of body language. In reality it should be his training and experience which help him to make more accurate inferences about human retrieval patterns and various information indexing strategies. As librarians begin to observe and to listen more accurately, they will be able to infer more precisely and organize better the various patterns of retrieval behavior.

Initially the emphasis in the librarian-patron interaction may tend to be upon emotional and effective factors. Gradually however cognitive elements should be helped to develop. The affective and cognitive interaction helps in the development of new retrieval behaviors. The initial interaction may be anxiety-producing but as the skills of participation emerge the anxiety is reduced. The more articulate the communication, the more meaningful the relationship and eventual information problem-solving.

The librarian's helping relationship is complex. It cannot be reduced to basic elements except for purposes of analysis. This produces some initial self-consciousness in the individual librarian which however can be overcome by training and experience. Eventually, due to extensive training, a marvellously effective inquiry-negotiator emerges from the process who can help patrons achieve social effectiveness, self-realization, cognitive integration, and flexible retrieval behavior.

Librarians entering advisory counseling should expect to have some direct effect on the affairs of others. Indeed, most layman would like to find specific solutions for almost an infinite number of problems. The goal of counseling is to effect change in information retrieval behaviors so that the patron will develop the skills to live a more satisfying and productive life as defined by himself within social limitations. Objective problem solving, not simply the understanding of subjective states such as self-understanding or self-acceptance as in therapuetic counseling is at the core of the advisory relationship.

The librarian consequently has the imperative of helping the patron realize and define conditions and situations where counseling can be appropriate. The librarian is guided by the humanistic expectation that men are capable of self-determination, and can define their own needs for information but with varying levels of understanding.

Decision making is a term used to identify the steps through which any individual develops towards his goal of continuing self-education and personal effectiveness. Counseling helps the patron to discover alternatives, to find information, to clarify and sort out personal characteristics and information retrieval behaviors which interfere with his decision making process. The librarian does not select alternative courses of action or make decisions for the patron. The purpose of the counseling relationship is to help patrons face decisions squarely based upon the perceived consequences in terms of personal time or energy.

The single common technique in most interpersonal situations is talk. The librarian deliberately conducts sessions so that the patron does most of the deciding of what will be talked about. The librarian deliberately and consistantly refrains from communicating much if anything about his own life and this should not make him appear to be less human if he is a mature self-learner himself. The librarian is "self-revealing" only in his capacity as a retrieval expert. Personal information about himself is hidden from the patron in an effort to deal impersonally with any personal problems that may emerge and which require the assistance of retrieval negotiations.

Each adaptive control organism if it is a healthy one has the potential to solve his own life's problems if only the obstacles to seeing them clearly can be pointed our and his alternatives. Man can know only what is inside his own phenomenal field i.e. his own adaptive control organism. Even inferences are made on the basis of the organization of his field and indicate the basic limitations of counseling. Understanding a client precedes assisting him and should be kept in mind also when working with the community as a whole.

Each individual must, in the final analysis, make his own "choices" and must assume responsibility for his decisions. The librarian must ensure that he does not overstep the patron's rights to privacy and be free from the quiz masters approach. The dignity and worth of the individual, and his right to pursue his own life-style, is presupposed as indicated in the librarian's Bill of Rights for Adults. The democratic form of counseling is often mentioned as most consonant with this end and should be maintained especially in work with children. Organisms react as a whole and must be studied as a gestalt; the total life-space of an individual must be taken into account in counseling. After counseling the future belongs to the patron to shape as he wishes.

The adaptive control organism is hypothesized as that structure which results from the slow and tenuous increase in control over impulses within the individual organism and over conditions in the external environment. In the development of the adaptive control organism, the choice to control is there if the patron is willing to take the consequences. As adaptive control organism develops in its control of perception, symbolization and behavioral skills, it gradually formulates and organizes meanings for the individual. (Raymond Hummel is his "Ego-Counseling in Guidance" Harvard Educational Review. Fall 1962)

In many instances teaching as an educational enterprise tends to emphasize varying amounts of self-control. In strengthening the adaptive control organism, teaching informs the patron about reality as the culture considers it. Teaching implements a curriculum, whereas counseling develops the individual. Counseling tends to consider reality from the patron's viewpoint and to consider problems from his frame of reference. Counseling does not encourage the individual to destroy society in the name of his ego but to realize his own concept of reality and society, and subsequently to harmonize the two.

The tendency of the individual then is toward active exploration and organization of reality. Education assists the individual by increasing his capacity and flexibility to analyze and organize reality not only with the aid of the models of thinking but through the models for creative problem solving. The deliberative functions of inferencemaking and performance testing are supplemented by the supportive and preservative elements of education. (Marc Belth, "Diogenes Ascending" in Advisory Counseling for Librarians. Bookstore, University of Pittsburgh, 1969.)

Some structure is evident in the counseling setting, particularly in the awareness of goals for counseling on the part of patron and librarian. The setting is the boundary of what is possible to accomplish and the librarian is aware of the opportunities and limitations of his function as an advisory counselor. In the counseling process the patron clarifies the dimensions of his information world and in particular as it relates to his emerging needs and interests.

The relationship between patron and librarian is a function of the hypotheses made by the librarian about the patron's cognitive development. Since hypotheses evolve, considerable flexibility on the part of the librarian is required. As a participant in the process, the librarian is unassuming in his initial contact with the patron. Listening requires a patience and an "objectivity" that must be developed. Any hypotheses about meaning must be constantly tested out in the actual experiences of the patron. The counseling relationship cannot be described by formal rules.

Once acceptance is understood by the patron every effort must be made to facilitate the patron's desire for change. Empathy by itself is not enough. There are habits of information use and expectations for self-education in the patron which require analysis. Facts must be obtained, feelings assessed, alternatives considered and decisions to be made before the helping relationship can be effective.

Empathy cannot be communicated on the level of technique or by mechanical conversational devices. As empathy develops the patron may attribute to the librarian intentions which are not objectively "real" especially if he or she is of the opposite sex, young and pretty. No response should be made that accords with such distorted perceptions. Transference may be of some worth in psychoanalytic therapy but it is inappropriate to the purposes and short-term relationships that characterize patron-librarian advisory guidance. The librarian assumes that the patron is willing and capable of analyzing behavioral problems for information retrieval and self-educative enterprise. If the patron is unable to do so, at this point in his development, then perhaps the "therapeutic" techniques of browsing and audiovisual composition can be employed.

"The counselee is free to construe the counselor's offer of collaboration in any terms he wishes. He may perceive the counselor as snoop, as repairman, as menace, as deliverer, or as some combination of archetypes such as these. A counselor should estimate to what degree such apperceptions might be an obstacle to the counseling process. If he judges them to be serious barriers, he may then choose to discuss more explicitly with the counselee the conditions which might guide their collaboration. In cases of firm counselee resistance, he may conclude that termination or referral to another kind of treatment service is the only appropriate procedure; naturally, the counselor will be alert to refer for reasons other than resistance." (Raymond Hummel, op. cit.)

Analysis of interpersonal data by the librarian helps the patron become actively engaged in making new sense out of his experiences with information and self-education. However the final decision in the process of analysis is left entirely to the patron in order to discover himself. It may be tempting to the librarian to provide ready answers and cut off speculative analysis of other avenues and possible solutions. But he resists in an attempt to foster understanding of the patron's responsibility to find and implement his own solutions. Librarians do not try to categorize the patron, but rather join in his self-understanding.

"Conversations in which the counselor's style embodies reflection, questioning, interpretation and confrontation may actually make the counselor's role in the dialogue seem to the counselee less artificial than a style which is characteristically reflective. There are clinical indications, for example, that adolescent delinquents tend to construe permissive, ambiguous, persistently reflective behavior by a therapist to be either naive or dangerously seductive. It is crucial, of course, that interpretations be perceived to emanate from a well-intentioned collaborator, not from a mere critic; the counselor introduces new information and hypotheses into their discourse as one who is trying not to convert the counselee but to join him in a mutual effort at understanding. An ego-counselor will accept a counselee's possible disinclination to examine certain aspects of self-in-environment and to seek solutions to his "real" problems. But he will attempt to bring the counselee's attention to those requirements for choice and for action which may confront a counselee in his "real" environment. " (Raymond Hummel, op. cit.)

Synthesis and analysis go together because continuing and alternating cycles actually constitute the thought process. These processes, include the development of cognitive flexibility which appears to be central. Librarian counseling may make a substantial contribution to the welfare of society. But the contribution will be indirect and characterized by the skills of creative and critical thinking. Librarians exert influence and aid the patron in subtle ways that result from considerable experience.

The patron has an opportunity between his brief contacts with the librarian to test the relevance of his emerging insights and to judge whether his self-educational performance has improved. However, such between-interview experimentation may be limited and some way must be found to help the patron determine how he will act in emerging situations perhaps by relating his goals to the organization of knowledge in libraries and/or to the developmental tasks related to his own individual life span. This concern with action is of course essential to library counseling but the methods employed must avoid the techniques of practical advice-giving, and the monitoring of information behavior.

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INTERVIEW QUESTION ANALYSES

The continuous analysis of questions is important to the librarian as interviewer in order to grow in awareness of his potential effects upon patrons. Several techniques are used by competent and experienced interviewers and these techniques are closely interrelated. Experience and analysis will help the librarian to determine how to use techniques comfortably and advantageously.

The purpose of question analysis is to develop the ability to employ those techniques, singly or in combination, which have the best chance of serving the patron. The librarian should develop that combination of techniques to produce the most beneficial results. Obviously, interviewing is a trial and error process with each patron, and is probably the only satisfactory method for identifying the unique life-style of any individual patron.

The primary concern is with the effect of questions on the patron, rather than as evidence of the interviewer's intentions, or beliefs as to the meaning of his own actions. The point of view maintained is that of the patron and the effect of questions on him. The patron's viewpoint determines the progress of the interview and the development of the eventual search strategy.

The degree of participation in the interview by the patron is influenced by the proportion of open to closed question. Open questions help to determine the librarian's respects for the patron's initial inquiry. Open questions help to increase the patron's confidence to continue pursuing his own experience as a basis for the inquiry negotiation. As a result he will be induced, hopefully, to supply useful information about his inquiry.

An open question has no antecedents. A closed question should be antecedent-oriented (i.e. focused on patron's need). The patron's need can be vocalized, but it it is not then it may not be particularly those which seem obvious to the librarian.

The use of antecedents to matters in the interview which might not be obvious to the patron are usually delayed. Only those antecedents obviously relevant to the patron are pursued in the initial phase of the interview.

A question may suggest one response rather than another. It is important to consider how the patron would be likely to interpret the question rather than what the librarian may have intended to convey. The patron's interpretation of a question, or remark is the significant factor, not the interviewer's intention. In order to avoid misunderstanding, clear and relevant questions must be asked in the language of the patron. The librarian as interviewer must also remember the effect of word choice, inflection and accompanying gestures.

Open questions are more likely to be used in the beginning of an inquiry-negotiation, at least until the librarian and patron together understand enough about the subject of concern. Responses to open questions asked by the librarian help the patron lay out a general map of his inquiry, and thus reveal relevant avenues for search strategy. As the inquiry negotiation progresses, closed questions produce more refined and specific responses, i.e. establishes a greater degree of congruity between the patron's felt need and his overt request.

For these purposes closed questions should be pertinent to what the patron has said, i.e. antecedents. When question antecedents are used (i.e. related to previous statements of the patron), this indicates to the patron that the librarian has been listening attentively. However, closed questions should neither come too soon, nor predominate in the interview. An over use of closed questions gives the impression that the librarian is not concerned about the patron's inquiry. The patron begins to feel that the librarian is not interested in his views, not even perhaps in himself as a person, but merely wants brief responses to questions that have been fabricated according to a rigidly preconceived search strategy. It appears as if the librarian wants to get rid of the patron, or perhaps that the patron should know what he wants and be able to express it. Limiting an interview to five minutes or less is disastrous.

Patrons who are well informed and vocal about their inquiry tend to respond negatively to excessive closed questions. They feel that the librarian is underestimating their ability. Indeed, the librarian may fail to consider all the information they have to offer, and especially of information which should rightfully be considered in the search strategy under development.

On the other hand, patrons of limited ability and education, (e.g., culturally deprived), find it difficult to tolerate open questions. They are not used to talking at length spontaneously or with articulation and coherence. They are uncomfortable in unstructured situations. They may not be able to grasp the librarian's purpose and need the support of reassurance as well as the opportunity to function in a highly structured situation.

It is considered to be impossible to conduct a successful interview using only open or only closed questions. A variety of questions responsive to the life-style of the patron is necessary. Closed questions tend towards specificity, i.e. congruity between the felt need that "drove" the person into the library and his overt expressions, which provide a basis for negotiation (i.e. communication).

Closed questions lead to "yes" or "no" answers, regardless of the question being asked, especially with patrons who are not particularly vocal. Other things being equal, people with a low educational level tend to "yes" replies more often than those with a higher level of education. In addition, "yes" replies usually increase inversely with the understanding of what the librarian is trying to do with his line of questioning. Patrons in such unfortunate circumstances feel that affirmative responses will cover up their deep-seated lack of comprehension, or misunderstanding of the topic being negotiated.

The librarian observes the effect of open and closed questions on the patron. Does the patron appear anxious if a high proportion of open questions are used and more at ease with closed questions? Do his responses tend to go beyond what the closed question calls for and to introduce new topics? From the feedback, the librarian can decide ways in which he can respond (with his techniques) to various patrons through variation in the use of open and closed questions. Through trial and error, the librarian can determine which type of question is more effective with which patron.

The librarian strives to so order his questions, that they will not break up the patron's train of thought while keeping the interview under control. With closed questions, it is possible to develop an uninterpreted train of thought in a series of questions. However, the patron must agree to adopt the categories of content arbitrarily embodied in the librarian's question. With open questions, this is more difficult because such questions give the patron more freedom to deviate from the response which the librarian knows (through his professional knowledge) will answer the patron's inquiry most directly.

The "couch process," at least in librarian-patron interviewing and inquiry negotiations, has serious disadvantages. The continued use of questions which do not refer to prior responses (that is, questions with no antecedents or with interviewer antecedents) turn the interview into a highly fragmented, discontinuous process in which the librarian appears to take little interest in the response. The patron may even come to feel that he is being used for the interviewer's ends because any response given by him is rarely referred to and apparently makes little difference in any subsequent questions.

Infrequent use of respondent antecedents by the librarian seems to stem from fear that he may run out of questions. The librarian may be so preoccupied with formulating the next question, that he does not concentrate on what the patron is saying, or on the possibility of basing his questions on the patron's response. The librarian may also be fearful of losing control of the interview in the sense of dominating the patron. But with training and practice, he can increase his awareness and use of patron antecedents.

Questions which use respondent antecedents may relate to the proceding response or to any response that has been made earlier in the interview (or even in a preceding interview, if this has been one in a series involving the same patron). Such questions induce patron participation and provide an opportunity for a variety of favorable responses and reactions. By linking questions to what the patron has said, the librarian demonstrates that he has been listening to the respondent with attention and interest. This may enhance the respondent's feeling of active participation in the interview and help to increase both validity and depth of response. It encourages the patron to develop ideas more thoroughly. If they are relevant, it thus increases coverage and flexibility.

Each patron's life style must be rapidly accessed by the librarian interviewing. Some patrons will react positively to references to their earlier responses. Others will react negatively to what they may perceive as probing or even "badgering." However, at times, questions with respondent antecedents, are useful for confronting a respondent with contradictory responses and for trying to resolve inconsistencies between responses. Such techniques may be useful to the interviewer, but highly threatening to respondents who are insecure. They may have psychological problems, or lack cultural, economic and educational attainment.

In the early stages of an inquiry-negotiation, the librarian may not be certain of what questions to ask. If the patron knows more about the subject matter than the interviewer, it is logical for the librarian to give the patron as much opportunity as possible to introduce topics and develop responses and use these relationships as a basis for further questions. Antecedents have been discussed in the literature of interviewing under such terms as "probe" and "reflection." But these labels have been used so variously and so generally that they have lost much of their precision. Antecedent questions are intended to elicit additional information and clarify an earlier response.

As the explanatory process continues, both the librarian's and the patron's mental map of the topic-territory to be covered becomes more clearly delineated and more detailed. The major purpose of using questions with respondent antecedents is to heighten the patron's sense of participation and increase his impression of being listened to. The question with respondent antecedents enables the librarian to use the earlier response as a springboard for a new question. By using an immediately prior response as antecedent, the librarian can clarify terminology or elaborate information retrieval skills. By using a more remote response, he can return to the basic idea, underlying the interview, or more importantly, he can drop a question that seems to threaten the patron, returning to it much later in the interview when the patron's participation has improved.

Additional information can also be elicited by the extension which is used to deflect the discussion toward more relevant responses. The extension is generally more effective when the respondent is already talking fairly freely. A patron, for example, in recounting an event in which she participated, may have described it in subjective and emotional terms. The librarian, interested mainly in facts and informational needs, may then ask, "Tell me some facts which occurred during all this?" The earlier responses are thus used for obtaining a springboard upon which, eventually, a search strategy can be built.

An extension, referring to a response made earlier in the interview, can also be used to get the patron to talk more freely and thus increase the scope of response upon which eventually the search strategy can be built. If a patron shows resistance to a line of questioning, the librarian, not knowing whether the resistance is due to the patron's lack of information (or interest) or to feelings of anxiety (insecurity, or threat) may move on to another question. Later in the interview when the patron appears more confident and at ease, the librarian can return to the earlier topic and, through an extension, attempt to obtain the open discussion that was not obtained earlier.

Another device for eliciting new information is the echo which is an exact (or nearly exact) repetition of the patron's words by the librarian, generally with a rising reflection in voice at the end. If used effectively, the echo makes the patron feel that the librarian is following him closely with sympathy and is encouraging him to continue to express himself freely. Unlike the extension, the echo is employed only when the prior response is relevant. The echo encourages the patron to continue with little or no change in the subject matter of his response.

The echo is useful only when the librarian decides that the patron has more to say on the same subject. But if the echo is used when the patron has exhausted the question, it may sound silly or irritating, and may lower the level of participation. Because it has been used widely in nondirective counseling, in social work and psychiatric interviewing, the echo is a relatively familiar element of interviewing, and it has often been satirized. Unless the echo is used sparingly and judiciously, it can, of course, quickly become ridiculous.

The librarian's silence also can be used to uncover new information because the patron, after a silence, may continue talking. Like the echo, the silence has little or no effect on changing the patron's line of thought, but leads to added information. The use of encouragement by the interviewer may have a similar effect. A silence, however, should not be so long as to make the patron feel uncomfortable or groping for something to say.

A third device, known as the clarification, is a request for specification, or elaboration of ambiguous, vague, or implicit statements being made in the interview. For example, clarification maybe open: "What did you mean when you said...?; or closed: "Did you decide to use the card catalog or not?" A clarification may also be used to obtain depth: "Why did the periodical index irritate you?"

Clarification may serve two purposes. In direct clarification, the librarian can request information about a general, vague, or ambiguous prior response. In inferential clarification, the librarian makes an explicit inquiry about information, which has remained unexplored in an earlier part of the interview. The inferential clarification is most often used in non-directive counseling. The librarian pays close attention to the feelings implicit in the patron's statements and then asks questions designed to clarify and make them explicit.

The summary is another device which helps to increase the clarity, specificity and coherence of a series of responses. A summary is a question which summarizes information previously given by the patron and (explicitly or implicity) requests confirmation or correction. The summary assembles, consolidates, and synthesizes pieces of information which the patron has provided in discrete responses. In this way, it gives significance and relevance to the response material and without hurting feelings, it can be used to cut short a patron who tends to be garrulous or discursive. Consequently, the librarian has a way of increasing his control over the interview whenever this becomes necessary in order to expedite the patron's purpose.

The summary gives the librarian greater control in the interview because it is a closed question and requires only brief affirmation as a response. But, it shares with the closed questions, the dangers of "Yes" answers. It is always easier for a patron to agree with a summary than to disagree and specify why he disagrees. The patron may feel shy about disagreeing or feel that his disagreement casts aspersions on the intelligence or ability of the librarian. This danger is serious if the summary is used to clarify ambiguous information. More damaging, however, to potential self-learning by the patron is the practice of some librarians to develop their own summaries (which incorporate distortions) and subsequently attribute such distortions to the respondent.

Two procedures may be used to prevent distortion in the summary. The patron is not likely to agree to a summary which contains a distortion. The librarian when he is doubtful about the information, can deliberately introduce a distortion with the expectation that the respondent will correct it. The only drawback is the possibility that the patron may consider the librarian to be stupid, inattentive, or biased and consequently destroy the effectiveness of the technique. As an alternative, the librarian can formulate what he regards to be an accurate summary, and say that he is not sure whether he has fully understood what has been said. The patron can then make corrections, no matter how minor.

The confrontation is a fifth device that may be used sparingly and only with those patrons who have considerable self-confidence. The librarian may note inconsistency within a patron's response, between two separate responses, or between a response and another source of information identified by the patron. At this point, the librarian may use a confrontation or question which presents the patron with the inconsistency and asks for its resolution.

Confrontation is best known in the courtroom as cross-examination of witnesses and because of this it has connotations of badgering and threatening. However, this need not always be the case; the tone of voice and facial behavior can be empathetic and sincere. A confrontation can indicate the librarian's sincere interest and careful attention to the patron's problem. In any event, the librarian needs to weigh carefully the consequences of a confrontation on the participation of the patron.

Occasionally as a sixth device, the librarian may use repetition or a question which merely repeats a question previously asked. The librarian may feel that his early questions were answered evasively (or superficially) or were lacking in validity. The repetition should be used sparingly as it may irritate the patron and suggest that the librarian is either inexperienced or inattentive. Many of the purposes repetitions serve can be met as well, if not better, by varying the wording of the questions in order to approach earlier content of the interview from a slightly different perspective.

As the interview progresses, the patron may become less timid and threatened. The patron may have gained self-confidence, or have increased his trust in the librarian. By repeating one or two questions asked earlier, the librarian may increase relevance, coverage or specificity. Repetition may also provide a check on reliability (i.e. congruity) by indicating whether the second response agrees with the first. If the librarian feels that the patron may remember the earlier question, he should indicate that he has asked the same question earlier.

Librarians can formulate questions that suggest their own answers, and as such, have been called leading questions. The leading question should not bear loaded words, but should lead through expectation and premises used as hypotheses. An expectation is a question in which a librarian indicates the response he anticipates. If the librarian asks, "Are you a library borrower?" he does not indicate the answer he expects. The question can be answered by "yes" or "no." It is not an expectation. If, however, he asks, "You are a library borrower, aren't you?" he clearly indicates that that he expects a "yes" answer.

An expectation can generally be identified by syntax and logic. Certainly, the librarian can communicate his expectation by intonation, for example: "Did you agree with the decision?" or "Did you agree with the decision?" Such an emphasis may make it clear that the librarian expects the patron to have disagreed. An expectation is always a closed yes-no type: ("You have three books, haven't you?"). A simple way, then, of avoiding the use of expectation, if this is desired, is to rephrase a question, so that it is not a closed yes-no type.

Expectations, can exhibit degrees of certainty as to the likelihood that the answer suggested will be agreed to by the patron. A weak expectation indicates that the librarian is uncertain about its correctness: "Then am I correct in assuming you did not search under that topic?" It is relatively easy for the patron to negate such a question. A strong expectation indicates a high degree of certainty. "You certainly didn't search under that topic did you?" makes it more difficult for the patron to respond negatively.

The more informed the librarian, the greater will his ability be to formulate an appropriate expectation. The librarian's knowledge may be derived in part from information the patron has already provided in the interview. But informed expectation is based on the librarian's knowledge of the subject matter contained in the question or about the patron. All questions to some extent contain premises and the significance depends upon whether the premise is informed or uninformed. The better informed the premise, the greater the probability that it will be valid.

A question contains a premise when it builds and depends on prior information whether obtained explicitly or by listening with an information-oriented ear. In questions dealing with information that is unique to the patron (e.g., his life history--or unique to a small group of respondents--e.g., an unusual experience they have shared) it is difficult for the librarian to introduce premises, i.e. developmental tasks derived from broad general classes of information. Rather, his premises will have to be obtained from information that he is given by the patron.

At least distortion or misunderstanding occurs in a combination of nonexpectation with an informed premise, or of an informed premise with an informed expectation. The greatest distortion occurs in questions that combine uninformed premises with uninformed expectations. Leading questions cause distortion when the patron, by going along with the answer suggested to him, will make a response he would not have made had the question not contained an expectation. The leading question is criticized when the premise is uniformed and not that type of question as such.

It should be remembered that interviewing serves the librarian in his endeavor to liberate the individual patron. Counseling begins and ends with the individual and is a method to help the patron overcome embarrassment at his inadequacies or his fears and fancies and facilitate the process of meeting his own objectives. An expectation can distort only if the patron agrees with the distortion introduced by the expectation. An invalid response is more likely when the question is about thoughts, values and behavior that may be disparaging or incriminating to the patron or to others. Invalid response is an attempt to discourage further questioning in areas about which the respondent feels embarrassed:

1. The patron may be afraid of disagreeing with the answer the librarian suggests. Disagreement may cause him embarrassment.

2. The patron may be eager to please the librarian and give the answer expected, even if it is incorrect.

3. If the patron is bored, uninterested in the librarian's direction setting or impatient to finish, he may agree with expectations even if they are incorrect. Disagreement takes more time and effort. It requires explanation and the patron is likely to agree with a slight distortion.

An expectation which suggests the valid answer (though not necessarily the answer the patron might have given) indicates that the librarian is either shrewd or knowledgeable about the subject matter of the question. If the librarian suggests an embarrassing or self-incriminating answer with calmness and acceptance, he indicates that he will not be shocked by responses that admit to deviant or unsanctioned attitudes or behavior. On the other hand, the librarian whose expectations are repeatedly incorrect, especially if they are very erroneous, indicates to the patron that he is relatively ignorant about the subject of the question.

The librarian uses expectations where he is certain of the valid answer in order to motivate the patron towards continued self-development. Patrons are more likely to give valid answers when they consider the librarian to be knowledgeable and competent in the subject matter, i.e. use of the library and its resources. If the expectation suggests a valid answer, the patron has only to answer "yes." If he has to disagree, he may begin elaborating a falsehood, or venture into concerns over which he has little competence. The better informed the librarian, the more will the validity of response increase and the conditions expand under which the patron can satisfy his inquiry.

When the patron is reluctant to divulge information about himself or others, the librarian may use premises as well as expectations to convey his prior knowledge of the subject and his willingness to discuss it openly and without embarrassment. Every question contains some sort of premise and its use can save a great deal of time. The librarian can build on what he knows and focus on obtaining new information. The librarian should avoid ambiguity and misunderstanding by checking as to whether the premise is valid for the patron.

Patrons generally consider that questions with expectations give an impression of interest and encouragement provided that the answers suggested by the expectation are the answers they were intending to give. These feelings result from the role that leading questions play in social conversation. A conversation between two people consists of comments that precipitate a response. People who know each other well enough often can predict each other's responses.

Librarians have little advance knowledge about the respondent or the subject matter of the interview. They become informed through what is learned directly from the respondent. But if, later in the interview, informed expectations are used, these demonstrate to the patron the care and attention with which the librarian has been listening. The effect impresses patrons and the use of informed expectations has considerable value in increasing the level of respondent participation.

The open-ended exploratory interview initially encourages patrons to volunteer information. Unanticipated response should be obtained by the use of nondirective open questions until the topic of the interview has been determined. However, such questions may also cause patrons to introduce matters which are not relevant to the topic once this is determined. Some patrons are as much hindered by a lack of structure as others are hindered by an excess. And the continued use of encouragement may produce distorted or irrelevant responses from the patron, who does not have much to say, but feels obliged by the encouragement to "keep on talking."

The librarian's utterances are not limited to the posing of questions. He uses also a variety of other vocalizations as well as periods of silence. Encouragement may be introduced at any time--while the patron is speaking on the same topic until he understands what is being said. The encouragement has a function similar to that of the extension. It encourages the patron to "tell more" without specifying the scope or direction of further response.

If the patron is initially well disposed toward the librarian and is comfortable with the subject matter of the interview, it seems likely that encouragements will increase his level of participation. But they may not be necessary, since participation may already be high. If the patron feels neutral toward the librarian and the subject matter, encouragements may increase his level of participation. But, if he feels hostile toward the librarian or uncomfortable about the subject matter, he may well interpret an "Uh-huh" as a criticism of his response. And, if the patron cannot respond at length without guidance, or if he tends to express himself succinctly, encouragements may make him generally uncomfortable and reduce his level of participation.

Perhaps the most common fear of an inexperienced librarian is that he will not be able to maintain a continuous flow of conversation. Forgetting that the interview is not a conversation and in his anxiety to keep the question-answer process moving, he may perceive any pause or silence as a threat to be handled as quickly as possible by introducing another question. Even if the librarian has asked a question, any hesitation or pause before the patron answers often leads him to rephrase the same question or to pose a new one.

A silence is any period of time during which the librarian waits without speaking for the patron to begin or resume speaking. The effects of a silence depends on its length. The longer the silence, the more likely is it to be terminated by the librarian rather than the patron. As silences increase from two to nine seconds in duration, the percentage terminated by the librarian increase. Silences longer than fifteen seconds are different. Such silences are usually associated with some interruption in the interview. A silence, if it is short and terminated by the patron, may produce a relatively lengthy response. Otherwise, silence is not an effective means f getting the patron to talk at length.

There is wide variation in the extent to which patrons use and are accustomed to silence in their verbal exchanges. This variation maybe related to the patron's speed of thought and general tempo of social interaction. The patron may require a short pause to formulate his thoughts before continuing to speak. Silences during conversation may occur more often and be more congenial to rural than to urban people. If the librarian is sensitive to the function of silences in the conversational style of the social milieu of the patrons, he may, by adapting to what is congenial to them, increase their participation.

The interruption is used by librarians to shorten or terminate a response. It occurs while the patron is speaking and consists of short sounds made by the librarian to indicate that he wants to say something. It often consists of "Ah" exclaimed singly or repeatedly and may also be used at the beginnings of words which are not completed. Because the interruption indicates to the patron that the librarian is eager to say something, it may well have the effect of shortening responses. Although, an interruption may be inadequate to stem the flow of speech of some very determined patrons, it generally is effective.

If interruptions are used sparingly, not too early in responses, and with the purpose of clarifying, elaborating, or confirming some point or idea made by the patron, they are not likely to reduce participation. An interruption may even be beneficial if it stimulates the patron's thinking. On the other hand, frequent interruptions which introduce subject matter unrelated to what the patron is saying, may be interpreted by the patron as poor listening, or lack of interest by the librarian. As long as responses are relevant to the purpose of the interview and are not repetitive, there is little need for the librarian to interrupt.

Extended Readings

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	THE NON DIRECTIVE INTERVIEW	COMMENTARY AND ANALYSES
P 1.	Mr. Cantell I have a problem. Ah, the problem is, ah. . .Its with work. Really, I just don't, enjoy it. Ah. . .I'm a hair designer. I have a shop up in Fair Oaks and I just don't feel the same about, ah. . .I don't know. Maybe, I thought maybe you people could help me over here. Ah. . .you might have some kind of program or, ah . . .I don't know, maybe some books I can read, or something that might help me with the problem I have here.	The librarian interviewer remains silent even though the patron is hesitant. It is rather obvious that the patron would like to draw the librarian into the conversation. A beginning such as this can be difficult for the patron unless the librarian is supportive in a non-verbal way.
L 2.	There seems to be, in your mind, some kind of difference between where you are at now, and ah. . .where you were before?	Rather than responding conversationally, the librarian tries a hypothesis as to the patron's real concern.
P 2.	Well, ya, ah. . .I used to have a shop downtown. I was next to the bank there on 4th Avenue. And,	The patron responds to the hypothesis and opens up the situation which has led to his concern.

P 2.(Con't) well, it was a real good business. The business worked out real well. And we had a lot of girls from stores there, and. . .There were ah. . .sometimes the secretaries and that from the offices, they'd come in on their lunch hour. And they'd come in, oh, after work, a lot of them. They were, you know, pretty young girls. We just had a lot of fun. I enjoyed working there. They talked a lot about, you know the kind of things that they'd be interested in -- their dates and their clothes. We would kid around, and stuff like that. But now, in this shop I'm in now, its just. . .I don't know its, ah. . .pretty much the wives of professional people - - lawyers and doctors, and sales people who work downtown. They ah. . .I don't know, they're just not the same. You know, I don't think, those women out there, I don't think, ah. . .they've ever

P 2.(Con't)	worked a day in their lives, most of them. They're just different people that's all. I just don't get along the same way with them.	
L 3.	Well, you know, I get the feeling that you're uncomfortable when you're around these people, you know, that are connected with your work now. They seem different to you? Different in what way?	The librarian apparently has listened carefully and confronts the patron with a restatement of what seems to be the basic concern. Restatement of the problem is a way to help the patron recognize what he is saying and thus to clarify the matter.
P 3.	I don't know. I ah. . .tried to talk to them the same way as the women downtown. I don't know, I just turn them off. They don't seem to care. You know, they just quit listening. They just ignore me. I guess you know. I don't know, they're funny, they're weird.	
L 4.	Well, in other words you find yourself having trouble communicating with them, because they tend to talk about, ah. . .different things than what you're accustomed to?	Repetition of previous confrontation as this appears to be the area of concern where the patron may profit from continued verbalization.

P 4. Well, I don't know. I can talk to some of them alright. I don't have any trouble with them. But some of them are, ah. . .I don't know, they just don't seem to be interested in anything I say. They talk to one another. They talk to the girls sitting around them, and stuff like that.

L 5. Well, you know. . .What types of things do they talk about?

Question for more detail. Notice the phase "you know" which reflects colloquialism of the patron.

P 5. Well, they talk about, ah. . .Oh you know, things, stuff women talk about. Their children, their families, and shopping, and playing golf. You know, these women all play golf out there, and bridge. They have bridge parties, and their clothes and that kind of stuff, you know. Sometimes they talk about politics. I guess they read books. They must pass them around, or something. They all read them, because they all talk about books, all the time. And, ah. . . I don't

P 5.(Con't)	read that much. I don't know, I don't even know these books. They talk about other people and stuff like that, I never heard of.	
L 6.	Well, you know, I get this, ah . . .I think what I hear you saying is that you've made this move, ah. . .you opened this new shop in a new area. And you know, you really find yourself having trouble communicating with the, ah. . .people that you are working with. And as a result, well, you feel very uncomfortable in your work?	Summary as a device to bring more coherence and focus to the interview. The summary is a series of hypotheses as to the concerns which trouble the patron. However, has the librarian made the patron feel at ease?
P 6.	Ya, I sure don't feel the same way I used to. I used to enjoy going to work. But, boy I go out there in the mornings and, ah. . .you know the kind of work I do is long hours. You stand on your feet a lot and, ah . . .well, I never minded it that much until I started working out there. I'm not sure, ah. . .I just as soon go	Summary device is productive in bringing out the patron's desperate need for his customer's approval. Apparently his skills as a hairdresser are not a sufficient source of satisfaction.

P 6.(Con't) back downtown again, if, ah. . .I can't enjoy it a little more than I do out there. "Cause, I mean, ah . . .this one's doing alright too, but its just not the same, thats all.

L 7. Well, ah. . .in terms of your business, do you think this is hurting your business at all?

An extension is tried as the patron continues to talk fairly freely.

P 7. Well, it doesn't hurt it right now. But there's ah. . .there's a new chain setting up a shop down the road from us. We're in a shopping center now, and, ah. . .it could hurt us if they don't like me, and they don't want to come to my shop. We don't have a lot of competition where we are right now, and I think we do a real good job, and ah. . .they come for that. But, ah . . .it could hurt me. It could be bad for the business.

L 8.	Well, do you feel, perhaps, if ah. . .that what you could do, ah. . .to help yourself would be perhaps to, ah. . .oh, acquire a few knowledges and, ah. . .reading habits, or something like this?	The first probe for direction, indicating a tentative solution which may appeal to the patron. The librarian appears to be searching for the patron's comprehension level of reading materials as well as for his reading habits and interests.
P 8.	Well as I said, I don't like to read that much. But I'd ah. . . I don't know. . .If I could find something, you know, that would help me to get to know them a little better, and that, I'd probably do whatever I had to, to get it, you know?	Reading does not appeal to the patron, at least at this point when he appears to be seeking an instant answer.
L 9.	You seem to be worried about the fact that you have a difficult time reading?	A hypothesis as to the patron's real concern.
P 9.	Ya, ah. . .I didn't do too good in school. Ah. . .I went to high school. I just barely got through and I went to beauty school, and well, most all of these women went to college, and everything else. They know a lot more than I do, and I. . .you know,	The hypothesis was productive as the patron does not want to admit a lack of reading interest, at least while in the library.

P 9.(Con't)	I just don't feel that I can do that kind of thing, you know very well.	
L 10.	Well, you know, I get the feeling that perhaps we can offer you some type of a program in reading and, ah. . .perhaps this might help you. Do you feel, perhaps, that if you could read a little better that you would be more interested in. . .perhaps ah. . . .?	Keeping the interview under control. Control is essential to turn mere conversation into a productive interview for the patron. The librarian avoids confusing the patron by considering one idea at a time.
P 10.	Ya, well, that's one of the reason's I don't read too much. Its hard for me, I don't read that well. I read a newspaper I mean, but, ah. . . like the books they read and stuff I don't think I've never read a whole book in my life, you know.	
L 11.	What about other things that they, ah. . .tend to discuss, bridge . . .Do you play bridge, golf?	Opening up possible range of interests.

P 11. No, I like pinochle. I play pinochle, and poker. But I don't play bridge, and I don't have time for golf you know.

L 12. Do you think you would like to, perhaps, learn how to play bridge? Do you think it would help you, at all, in the community that you're now in?

P 12. Well, where I am, they all play the game, because, they talk about it all the time you know. And if I could learn it, it sounds, to me it sounds hard. I don't know, I don't know what its all about. I mean, it doesn't sound like any kind of card game I ever played.

L 13. Well, if ah. . .if I could outline some, ah. . .a plan for you, some type of a program, that, perhaps, might help you in understanding some of the things they talk about and discuss, do you think you'd be, ah. . .want to follow up on this?

Winning the patron's cooperation to explore further involvement in "continuing education."

P 13.	Well, ya! I want to do something about it. That's why I came in here, and I thought, when I came in here I might do some reading or something like that, and it would help me get along a little better. I mean, I feel I get along alright, but I'd like them to like to come to my place. And I enjoy, you know what I mean, having a good time there.	The patron summarizes and reiterates his motivation to participate. Patrons must be involved as much as possible in order to maintain interest.
L 14.	Well, one of the things is available. There are discussion groups that get together and discuss current topics -- you know, politics, books, new books, plays, things such as this.	Attempt to interest patron in outside resources. How extensive is the librarian's cognitive flexibility? Has the librarian been able to help the patron reaffirm his own sense of worth as an individual?
P 14.	Well, I said, I don't know much about that kind of stuff.	
L 15.	Well, this ah. . .the type of people that participate in this are the type, that. . . that's why they're there, because there is a leader.	An obvious attempt to make the patron feel at ease.

P 15. Oh, I see!

L 16. You know, and, as a result, he gives you some guidance, and some of the things, perhaps, you could read. And then he helps you, guides you in discussing it.

P 16. Ya. . .I might do that. I wouldn't mind doing that!

L 17. And there is another thing, the community college here in town also has programs underway, what they call continuing education. And they have some things there, for instance, that might help you with your reading. Not only in terms of improving your reading skills, but also in improving the reading habits as well, and, ah. ...

Is the librarian pushing too hard or too fast at this point?

P 17. No, I don't think I can get in college. I mean, ah, my high school record is not very good at all.

L 18. Well, as far as the community college is concerned, why, you have an advantage. Because they have what is called an open-door policy, where, even if you're never attended high school at all. . .why you can be enrolled.

P 18. You mean, it doesn't matter what I did in high school? I could still go there?

L 19. That's right!

P 19. I'd like to go to college. I ah. . .I mean, ah, I always thought it would be a good thing. But I didn't think I would be able to go, you know.

L 20. Does it tend to make you feel uncomfortable that, many of the people whom you work with, have college education, and you don't.

The librarian takes a chance that the patron will not object to this obvious reference to feelings of inadequacy.

P 20.	Well, I don't think there's anything wrong with me. I don't have a college education. But, ah. . .as I said, there's a lot of things they know and they talk about. I think its just a different kind of, ah, people. You know, they go different places, live a different kind of life, and ah. . . they like different things than I do. But if I'd gone to college I'd probable like the same things they like. You know, they know they're talking about.	The probe was productive in terms of continued communication by the patron.
L 21.	Well then, it seems to me that you know what the problem is. Ah, I hope you can find in some way that you've made this move, and you found out. . .that you have found a different kind of people who are interested in different things. And I get the feeling from you that you feel a little out of place. You have a difficult time talking to them, because you have a lack of	Moving rapidly towards a "final" summary of the cognitive development phase of the interview, in order to pursue cognitive flexibility for information retrieval. Has the librarian resisted the temptation to "psychoanalyze" the patron?

L 21.(Con't)	experiences in the area. And, therefore, we can point out a program to you, ah, like maybe the discussion groups or the community college. Or we can provide up-to-date things that people tend to be reading today. And, perhaps, this thing would help you in satisfying the problem. . .	It is interesting to note that the possibility of having music in the shop which if chosen in good taste might help customers to relax.
P 21.	Ya, I think those kind of things might do it for me, really. I think, ah, I particularly like that going to college. I'd like to do that. And again, if I could get some of the books that they are reading and something like that, and try it, then I think that might do it.	Agreement of patron to librarian's which appears to have been a genuinely developmental experience for the patron.
L 22.	Well, fine! I'll tell what we can do. I can get you applications, and so forth, and all the necessary information about the community college. I'll get you a reading list and perhaps you can start on your own. And I'll give you, get	Repetitions perhaps, but often etiquette dictates some transitional statement.

L 22.(Con't) get the telephone number and get hold of the man who is leading the discussion group on current topics. And, also, there are other groups that, I'll point out, that, you know, teach you how to play bridge, or golf if you're interested in it. Would that be satisfactory to you?

P 22. Ya! That sounds fine!

This patron in general talked freely with a fairly clear idea of why he needed help. The librarian functioned to provide tentative solutions to the problems raised and helped the patron evaluate them.

However, many avenues have been opened up for a busy man. To avoid frustration in the following interview the patron should be helped to set priorities.

DIRECTIVE INTERVIEW

Questions and Discussion:

This directive interview has turned out to be a highly productive discussion piece. It has raised such a fundamental question as to whether the directive interview necessarily leads into an authoritarian style with a subsequent lack of perceptual sensitivity. The interview appears to exhibit tendencies diametrically opposed to those exhibited in Benjamin's Helping Interview. The following questions may serve for discussion and analysis:

1. Is the patron made too defensive too often? Does the patron's defensiveness turn to discouragement as the librarian "machine-guns" her opinions?

2. Does the librarian have the self-assurance necessary to handle this kind of patron? Perhaps, however, the patron has never had before such a real opportunity for more productive thinking than she has been accustomed to in her daily life?

3. Even though the patron eventually refused to consider any action, did the librarian confront her early enough in the interview? Does this interview waste too much time? Is the librarian tactless?

4. Is this a "classic" example of man versus woman with all the consequent lack of empathy and understanding of the patron's "true" feelings? Does the librarian "bully" the patron? and make her feel inferior?

5. Is the librarian forcing the patron to adapt her whole personality? Does the librarian explore the possibility of altering the situation, eg taking a job.

6. Patron may be a difficult one, but could the librarian have avoided using so many suggestive and probing questions? Does the librarian moralize and back the patron into a corner with his insensitive "preaching"?

7. Does the librarian jump back and forth-inquiring about the new community at one place, then jumping to the old neighborhood, then going back to the new one? Does the librarian lose control and fumble with questions which do not lead anywhere?

8. Should the librarian use so many "you knows" just because the patron did? Does he have to pick up her "sloppy" collequialisms?

9. Did the librarian have sufficient perceptual sensitivity? Should he have empathized with her feelings sooner or more often?

10. Can this patron arrive at self-realization with this librarian? Why, or why not?

	THE DIRECTIVE INTERVIEW	COMMENTARY AND ANALYSES
L 1.	I'm glad you could come Mrs. Need. I spoke to your husband yesterday, and he said that you might come over to see me. I understand you've moved into a new neighborhood?	Librarian initiates interview as th patron apparently is not a "vocal" type.
P 1.	Ah, yes, we moved out into Fair Oaks about three or four months ago.	Patron answers, but does not sustain the conversation.
L 2.	Do you like the neighborhood, where you're at?	Open question, which however could easily be answered yes or no.
P 2.	Well, I like the neighborhood, the house and everything -- but I just don't care for the people too much.	
L 3.	Oh I see. Ah. . .where did you live before?	Specific question hoping to arouse conversation, but did the librarian miss a cue? Does the patron acquire her prejudice first hand or second hand from her husband?
P 3.	Oh, we lived in town. My husband had a shop there, and we didn't live too far from it, about three or four blocks.	

L 4.	I see. Do you find the people alittle different in Fair Oaks than you did down town?	Open question, perhaps, librarian refers back to antecedent of missed cue.
P 4.	Oh yes, they're much different -- altogether different from the people in town.	
L 5.	Well. . .how do you mean different?	Probe.
P 5.	They just don't seem to be as friendly, I don't know. . .they don't bother with anybody like they did in town.	
L 6.	Haven't you, ah. . .haven't you been invited to attend any welcome wagon parties, or any social events in the neighborhood?	Hypothesis as to the real need of the patron. On the other hand, might the question be considered a judgemental one?
P 6.	No, nothing. We hardly even see them, you know, just to ride by in the street, in a car.	Is the patron becoming defensive?
L 7.	Well, you know, I kind of wonder if you've talked to any of the people. . .for instance, your next door neighbors?	Continued probe.

P 7.	Well, I mean if they see you out in the yard, or something, they'll wave, say "Hi," or something. But they don't talk. . .	Patron does not open up much, and the response ends in silence.
L 8.	Do you go back a lot, to the old neighborhood, and see your old friends?	Librarian bridges silence, as it may be too damaging to the patron. On the other hand, this may lead to loss of control in the interview?
P 8.	Well, its kind of far. So we don't go back as much as I'd like to. But we do go back once a week or so, to play cards, or something.	
L 9.	Ah. . .have you made any attempt to, you know, socialize with the people where you're living now?	
P 9.	Well, ah, they seem to, ah. . .you know, like altogether different things than what we do. I mean, you know, there's not much I can do.	
L 10.	What kind of things do you like to do?	Extension of previous questions.

P 10.	Well, I don't like to do particular things, just. . .you know, like we had girls over for coffee. You know, talk in the afternoon or something. You know, they just were friendlier.	
L 11.	They were friendlier?	Echo
P 11.	Entirely! Yes, much friendlier	
L 12.	What kind of things did you talk about with your ah. . .the people where you were before?	Antecedent referral.
P 12.	Well, just informal things you know. Nothing too much but just informal friendly conversation.	
L 13.	Did you engage in social activities besides talking, with some of your friends. . .that you had before?	
P 13.	Well, sometimes we had a couple of couples over. We played cards or something. You know these people in Fair Oaks don't want to bother with anybody.	

L 14.	Do you get the feeling that. . . or, I get the feeling that you think they're a little snobbish?	Confrontation in an attempt to bring up the basic problem for discussion. Did this occur too early in the interview?
P 14.	Well, they give me that impression.	
L 15.	I see! But do you, ah. . . as we discussed before, you know, you say they hadn't invited you to any social events. And you say that you haven't made any attempt to get out and meet them?	Does the librarian probe too much at this point, and put the patron on defensive?
P 15.	Well, I don't know what I should do. I mean you just can't go and barge in on somebody, and say, "Here I am. Welcome me!" You know, I feel that they should take the first step anyhow.	
L 16.	Well, you know, in talking to your neighbors, which you say you do from time to time, do you find you have a difficult time talking to them?	Librarian continues to try and find common ground. On the other hand, it may appear too obvious to ask?

P 16.	Well, I mean, I never sat down and had a talk with them. I mean. . .just like I said, I see them on the streets. Or, you know, they just ride by, that's all.	In what way does the patron reveal a lack of selfperceptual sensitivity?
L 17.	Is this the first, you've ever made a move to a new neighborhood?	Question for additional information.
P 17.	Well, we moved into the apartment after we were married. And we haven't, ah. . .we've been in different apartments, but nothing this far out.	
L 18.	Well, apparently you found it much easier to make friends you know, living in an apartment building, than you do, ah. . .I'm assuming you own your own home there?	
P 18.	Yes. Uhum. Well, it just seems that in town we met up with people like us, or something. I don't know, we just got along with everybody that we always met. We never had any trouble before.	

L 19.	Well, you know in talking with your husband, ah. . .He had experienced some problem with, ah. . .communicating and talking with his customers, and I thought perhaps, maybe on the social level you were, perhaps, experiencing the same kind of difficulty?	Should librarian have brought up the fact of having interviewed her husband?
P 19.	Yes, we are. He doesn't enjoy his work. They don't, you know. . . they just go there, to get their hair done and they just don't say anything. You know its just not a friendly atmosphere. It doesn't make him feel, you know, at home.	Patron begins to volunteer some information.
L 20.	I get this feeling that, you know, you're very uncomfortable in this position that you're now in. Or you find yourself. . .and, perhaps you are, a little resentful of the fact that you've been torn away from your old friends, and placed in this new situation. And perhaps this has caused a lot of unhappiness, you know, in your home life?	Restatement of what at this point appears to be the problem. On the other hand, might this restatement be considered somewhat heavy-handed and judgemental.

P 20. Yes it has. You know its caused a few arguments; and everythings' just not the same since we left. I don't know, I just don't know what to do about it. We've been there for three or four months, like I said, and nothing has changed. And I thought, you know, by that time we would at least have a few friends, other than neighbors.

L 21. Do you feel, for instance, do you feel that it is all the neighbors' fault? Do you feel that the burden is on their shoulders, in this community that you are in?

Probe for depth of resentment.

P 21. Well, its not a burden on their shoulders. Its just that, I don't know. . .they just don't seem to want to have any newcomers around. They just don't act like, you know, we're there or something.

L 22.	Well, going back to what you had said before, it appears to me that you haven't taken any steps. You've said, you know, that you haven't really gone out and tried to make friends. And tried to find out, you know, what types of organiaations . . . what kinds of social activities take place in the community. As a result can you expect you know, other people to go the whole way. You know, don't you feel that you have to go at least half way?	Confrontation. Librarian sounds discouraged because the patron either lacks self-insight or is afraid to perceive it. Does this lead the librarian into a scolding attitude?
P 22.	Oh yes! I would go half way if I knew of anything that I could go to. . .But, like I said, I don't know that there are any things around our house. And if there are, I haven't been invited to any. And you can't go out, you know, to some places without an invitation.	

L 23.	Well, have you made any effort to try to find out what kind of activities and groups are in your community?	
L 24.	Well, I think that, perhaps, we could help you there in terms of what groups are available. But it just appears to me that. . .you know, that you haven't made a real effort on your own part, you know, to go ahead and try to adapt to this situation. And I begin to get the feeling that perhaps you feel a little incompetent about going out and meeting these people.	Does this confrontation appear to be judgemental and authoritarian?
P 24.	It's not that? Its just that, ah. . .I mean what can I do, you know. I mean I can't go over to some neighbor's house for coffee in the afternoon and say I just want to sit down and talk. And, she doesn't seem to me, to be that kind of person. And I don't know where there are any social activities that I could just join without, you know, having some kind of invitation or something.	Confrontation beginning to pay off in terms of more talking by patron. Is the patron angry? If so, why? Should anger be aroused in an interview?

L 25.	Well, you know, in talking about social activities for instance. What kind of social activities do these people in the neighborhood involve themselves in?	Referral back to antecendent question. Repetition to draw the patron out.
P 25.	Well, my husband says that a lot of the women in the shop tell him that they play golf, and they play bridge, and things like that, you know. Well, I don't care too much for golfing. You know to me its a man's sport. I don't see where women are involved in that. And as far as bridge I don't play bridge very well, and my husband doesn't play it at all. So there's no sense in us joining a card club.	
L 26.	Well, you know, there are some organizations in almost every community where. . .for instance a Welcome Wagon, as I mentioned previously, where women get together. You know, its an organization where anyone in the community can join. And	Librarian appears to recapture a more conciliatory manner.

L 26.	(con't) in a way it amazes me that no one has come to see you. They usually get to a newcomer. But, on the other hand, assuming that you were interested in joining the Welcome Wagon, which you could do, would you want to join something like this?	
P 26.	Well, I would have to see what the. . .I mean, I don't know. I guess, I can't see why an organization has, you know, to go out and introduce you to people. That should just come natural. I think, I don't think you should have somebody showing or telling you what to do!	At this point, does the patron "lash back" at the interviewer? If so, why?
L 27.	Well, you know, I get the feeling that you really have a problem. You're kind of frightened of the situation where, you're going to have to go out and talk to those people. Because I think you have,	Attempting a summary in order to get the patron to take some initiative that can lead to possible resolution of patron's "need." On the other hand, it may appear that the librarian is the patron's real problem?

L 27.(Con't)	perhaps, a misguided fear that you're so much different from them. And they have different interests than what you've previously had. And as a result this is perhaps why you haven't taken that step. This is why you feel so uncomfortable in that community.	
P 27.	I don't know whether that's it, but ah. . ., well ah, what do you suggest I should do? I think that there's not much that I can do.	This might be enough to try any librarian's patience. The patron apparently wants a simple formula for success.
L 28.	Well, for instance would you be willing to spend the time to acquire some new knowledges, new attitudes. Perhaps to learn about their interests and the things that they are interested in? Would you be willing to spend sometime doing that?	Librarian resists temptation to tell the patron what to do, if anything.

P 28.	Well, I mean doing things like what? I mean how can you read up on people, you know?	
L 29.	Well, for instance, ah. . . people in the community such as Fair Oaks tend to be very much interested in talking about books, and plays, and current movies -- religion and things such as this. Do you do a lot of reading?	
P 29.	Well, not much in books. But ah, I read the newspaper every night. And I have other things to do to keep me busy without reading a book!	
L 30.	Well. . .still it appears to me that you're just fighting the situation, that you're determined to keep yourself from not liking this community.	One last attempt, through confrontation, to help the patron decide to take a position.

P 30.	Well, I mean, its not that I don't want to like it, because I do! I mean, when we bought the house, we thought we'd be living there for the rest of our lives. But it doesn't seem to me that. . ., I don't want to stay there. And I don't know what I can do, to help make this situation better.	However, patron continues in her role--well its up to you tell me what to do.
L 31.	So, in other words. . . You know I get this feeling that, you know, you've made this change. And you find yourself very unhappy. And its not only around your community. Unhappiness for you yourself, but its also bringing unhappiness in your own family situation and as a result . . .you know, you keep telling me that you don't know what you can do. You'd like to do something, but I keep getting the feeling that you're not really willing. You haven't convinced yourself that you really want to take that step, you know, make some changes in yourself to adapt to the community?	Realizing failure with this patron at this particular moment, the librarian leaves the situation open-ended and resolutely refuses to "tell" the patron what to do.

FUNCTIONAL INTERVIEWING

The following three interviews are in sequence, conducted by one counselor librarian with the same patron over a period of almost three weeks. No comments have been made adjacent to the text and consequently this series of three interviews is appended as an opportunity for the student of counselor interviewing to study the structure and development of interpersonal communication.

Interviewing, guidance and counseling should not be conceived as a one-shot encounter, but as a developmental series of experiences for the patron. The encounter relationship should be conceptualized as developmental even though in practice this may be difficult if not impossible to achieve. Indeed the counselor librarian may not even remember the patron on a second visit.

However, the interview should be so conducted as to secure information about the patron's previous visit to the library, whether it was also on the present topic of concern or if materials were taken home and what reactions the patron may have had to them. This should be done briefly, almost in passing, and out of human concern--never from a cross-examination frame of mind. It may prove to be, and in most instance be the fact that the patron's previous interest or concern has been replaced by a new one. Even so, the initial follow-up questions create a relationship of welcome.

At the termination of the interview some brief mention might be used to suggest to the patron that when he returns to the library additional related materials can be supplied. This method is what traditional library types call the "reading ladders" approach. In some few instances, patrons do respond to the opportunity provided by a skillful librarian counselor. In any event it is a reminder that many resources are waiting for his discovery.

The following three interviews are an example of this developmental counseling method. The patron has been skillfully manoeuvered into a position of continuing attention to his problem. The nondirective technique employed by the librarian has helped the patron to come back perceptually again and again to his essential problem and even to take home some reading materials.

It is not the intention here to suggest that the patron is changed in any way, or should be. On the contrary, no change has occured and it may never occur. However, at least for a moment, the patron has paused to reflect and possibly even to begin to think in a questioning way. That indeed seems to have been a marvellous accomplishment, a unique happening in the daily stream-of-consciousness of one human being.

INTERVIEW I

L 1. Good afternoon. Is there something I can help you with today?

P 1. Yes, well, there really is. I have rifle at home and ah. . ., and, I don't think it is quite adequate for my purposes. I'd like some kind of a book on getting a better rifle or a shotgun or something like that.

L 2. Ah. . ., not adequate for what purposes?

P 2. Well, ah. . ., the rifle I have is more of a target rifle, and its not very large.

L 3. Why would you want a large rifle?

P 3. Well, our neighborhood. . ., it you see was a really a nice place, you know. There were lots of trees and a place for the kids to play; and, and, all of a sudden a bunch of negroes started moving in, and there's ah. . ., about half the neighborhood now, just in the last six or seven months, its all black; and it frightens me and frightens my wife a great deal, I know. And, ah. . . well, if they would ever riot or anything, they could just come after us, and they could just kill us all; and ah. . . We decided that we were going to buy a weapon; and ah. . .well, the rifle I have is a very small 22 rifle. I just don't think its quite adequate. I mean, we want something to protect the house.

L 4. Do you feel particularly threatened in your house?

P 4. Oh, yes, yes. Everyone in the neighborhood does. We just remember what happened a couple of summers ago in Pittsburgh; and ah. . ., all of a sudden the situation just surrounded us; and we don't know what to do about it. But I can tell you this, anybody who tries to get in my house, I'll kill them.

L 5. Did you feel safer once you had bought the rifle?

P 5. I haven't bought it yet. I just have a little target rifle and I don't feel very safe with that. I'm, I'm a very good shot but I just know that its not adequate.

L 6. Than I take it, what you would like, or say you would like is to buy a larger rifle?

P 6. Yes, I just don't know what size or caliber, or type it should be. I don't know if I should buy an old army surplus M-1, or just what it should be. And also, I think in case there's an air raid or we declare war, and the country is wiped out, everybody should have a gun or something around the house to protect themselves with; so that when we all have to go out and live in the woods you know, we'll have something, and we won't be wiped out by the enemy.

L 7. Do you feel that a larger rifle would make you feel more secure?

P 7. Oh yes. It would yes! Yes, there's nothing that would make people feel quite as a secure I don't think, as having a weapon that they plan to use properly, and efficiently.

L 8. But you mentioned that you already have a weapon and with this, you don't. . .

P 8. But its not really large enough to be adequate for my purposes. No.

L 9. Well, what purposes ah. . ., do you want?

P 9. I want something that will kill somebody, if I . . ., and stop them from getting into my house, I don't want a berserk, you know, black person, or something that wants to rape my wife, or my daughter or anything like that coming in. Ah . . . and I want to be able to stop the, stop them cold before they can get out in the street and try to lite my car on fire. I'll kill every goddam one of them. And the rifle I have, just won't do it.

L 10. You mentioned that there was an influx of negroes into your community.

P 10. Oh, they're coming from everywhere. I don't know where they came from. I never knew there were so many; and all of a sudden they are just all around us; and I can't sell my house. We put every penny we had into it for years and years. Now all of a sudden, you know, somebody came up to me on the street, some white fellow; and it was him that made them all move in too. He bought up the houses and sold it to them; and they bought them up cheap; and everything went down. He bought them all up and sold them; and, and, I'll kill him before I'll sell him my house. Ah . . ., he offered me about $8,000 or $9,000 for it; and we paid $22,000 for that house. We put at least 6 or $7,000 into it, and now, its just not worth anything. Thats what they've done to us.

L 11. Is is then the fact that there are negroes in your community that makes you feel this way, ah. . ., frightened for your family?

P 11. Some of them are alright. Some of them are alright. Every once in a while you run across a good one. But most of them, they will kill you as soon as they look at you. And, by god, they won't bother me or my property; and I won't tolerate, and I won't stand for it. I'll kill them.

L 12. In what cases have you run across the negroes that you feel are going to. . .

P 12. Well, you just drive downtown. You'll see 'em. They stand on the street corners. They're just all bums, just waiting for some white fellow to beat up and take his money away.

L 13. But, you said that you had met some that were alright?

P 13. Ya, once in a while you meet them, and they don't give you any lip. Then just do what you tell 'em. Thats all right.

L 14. You haven't spent any time talking to these people in your community?

P 14. Most of them don't talk. They mostly know how to say "yes sir, " and "no sir." We came up here, we came up here from Georgia; and I knew it would be different. But, ah . . ., I just don't see them go to the same schools; and, ah. . ., and they swim in the same places; and they go to the same parks. I don't like it a bit.

L 15. Well, I take it you have a desire to stay in your community?

P 15. Nobody is going to chase me out. If I have a gun, I can stand my ground anywhere. And that's what I came in here for. I want to find out what the best gun is I can buy.

L 16. Well, of course we do have some information on personal protection in your own home.

P 16. I want to be able to help the police out too, and fight if they ever need it.

L 17. Are you satisfied with the police protection in the community?

P 17. Ya, they keep them in line. But if there gets to be too many of them there's just not enough policemen.

L 18. Well, you might also be interested in some information, since you seem to be interested in police and law, on the legal aspects of having a gun in the house.

P 18. Oh, its legal. I know its legal. You can shoot. If anybody tries to break into my house, to beat me, or my wife, or my kids I'll kill them. There's a lot of people trying to take guns away from you, just leaving them in the criminals hands, then what happens? The whole goddam country will go right down the drain. I won't tolerate it. You can shoot anybody who tries to break into your house. You can repell force with equal force. There's nothing illegal about that.

L 19. Well, no I wasn't . . . They wouldn't tell you that it is illegal to have guns.

P 19. Ya, but its just communist stuff, as they say it is.

L 20. But they might bring out some interesting aspects since you are. . .

P 20. There isn't anything interesting about it. Somebody tries to break into my house, to bother my wife and my kids and my car. I'll kill them. There's nothing wrong about that.

L 21. Well, how about, if we go into the stacks now and find some of this information about having guns in the home? Do you think guns might help save your life?

P 21. I just want a bigger one, a really good one. And I want one that my wife can shoot too, in case I get shot first.

L 22. What does your wife think about having a weapon in the house?

P 22. She's all for it. She really doesn't like it when I'm at work all day long. And there she is, out in that neighborhood with all those black people around. She doesn't like it. Down in Gerogia there wasn't any trouble like that, any trouble at all. They knew their place. Up here, that's something different. We got to have a gun in the house.

L 23. May I ask how your neighbors feel about this?

P 23. They all have guns in their houses. They will shoot them. Well, we just decided they're not going to make us sell out. No, we'll start our own school, if we have to, like we did in Mississippi. We are going to live. They're not going to push us out. We'll fight; we'll fight!

L 24. Do you think they're trying to push you out of your home?

P 24. They have tried already. That guy came around and offered me a thousand dollars for it. We paid 22,000 for that house. They're trying to take our money. They're trying to take our land, and our home, and I just can't have it. They already have a place. Let them find out what it is.

L 25. Well, since you feel particularly threatened by the thought of having a negro who lives near you, who might have contact with your family, with your wife. . . Do you feel that you will be able to handle the situation better?

P 25. I should. I should, but I. . .

L 26. Do you think you might be able to anticipate any of their actions in. . ., what? where. . . You know what?

P 26. Yes. . .

L 27. Well, then would you like to know more about the type of people they are? How their minds work?

P 27. Oh, ya, ya. That'd be interesting. We looked them up in my daughter's biology book one time, and it didn't say too much. It said they were as smart as we are.

L 28. Well, we also have some, some information concerning the negro race.

P 28. Ya, now, that would be interesting. Ya, find out what makes them tick. 'Cause when they come in there, they just want to take everything over. I can't . . . I really don't know what to do, and in a way it doesn't seem right to just shoot at them? But, you've got to do something to protect yourself. You really do. You just can't let them walk all over you. You give them an inch and they take a mile.

L 29. Well, lets look at this information. Perhaps you would like to read some more materials on them?

P 29. Well, I think that would be nice.

INTERVIEW II

L 1. Hello, Mr. Adams? Glad to see you back.

P 1. Yes, I brought these books back.

L 2. Did you like them?

P 2. It was really something. Ah. . . I didn't . . . I copied it out of the encyclopedia about negroes. And I didn't get around to reading that much 'til a couple of days ago. I haven't decided what gun to buy. . . But I was really interested in that they are as smart as we are. And, ah . . . I was really surprised that they are just as smart as we are, and everything. And, ah. . . I took it to work with me to show some of the guys at work. And, ah . . ., they didn't believe it. But I got it from the library, so it had to be right. Ah. . ., I was really interested in that. They are as smart as we are. That's what the article said. And, ah. . ., ya, it was really funny. I mean it was only a couple of pages long. . . I don't know. . . Maybe down in Georgia where we were, things were ah. . ., maybe we just didn't see things. I mean nobody down there ever said that the negro was as smart as we were. They said they were really dumb, and everything. And we shouldn't, ah. . ., I don't know. . . I was really startled by it.

L 3. Then you have always felt that the negroes are the more unintelligent race?

P 3. Well, you know, you see them all the time, and they never have jobs. And they always work in meat packing houses. You never see them doing any work. They just carry the carcasses back and forth in the warehouses. You never see them driving trucks. They're always just moving boxes around. And so, you know. . ., they can't be too bright if they can't get better jobs. I don't know, you just, you never hear of a negro being a doctor. I've never heard of that. But I have to admit it, a negro could be a doctor in Africa with the beads and everything. But, ah. . ., its a fact, I never did. I was really surprised.

L 4. Well, have you ever thought about why the negroes have the particular jobs that they have?

P 4. You see, they are a lot bigger than we are. And they're more suited for the job.

L 5. Then you think its a matter of size rather than intelligence?

P 5. I. . . I think, ah. . . God made different people for different things. And, ah. . . there are some amounts of work that white people shouldn't have to do. So he made negroes and chinese, and things like that. You know because somebody has to do it, and no white man will do anything like it. We would never do anything like that!

L 6. Well, how do you think the negro feels about the particular job that he has?

P 6. I think that he likes it. It gives him enough money to get a woman once in a while, and. . .to get drunk on. I guess he's happy.

L 7. Do you, yourself, feel any pride about the particular job that you would have? You know, if you . . .

P 7. Ya, Ya. . . I'm a bricklayer, and ah. . ., its hard to lay brick. There's quite a bit of intelligence involved. People who buy houses don't generally see that. But, you have to know how many bricks are going to go into the house so that you can order your brick. And you have to be able to figure out how thick the mortar joints between the bricks are. That takes a lot of brain work. The only thing the negroes ever do in bricklaying is carry bricks around. They never are bricklayers. That's why they don't even want them in the union.

L 8. Well think of yourself. You have the knowledge. You have the intelligence and ability to be a bricklayer and to perform this skill. . .

P 8. Ya, I do. . .

L 9. And, what if someone would say to you, that no, you cannot do that?

P 9. Oh, I would go right ahead and do it. I don't care what anybody would say. I've been a bricklayer almost all my life, and I know I can do it. And anybody else knows I can do it too, because I'm hardly ever out of work, except when it gets cold in winter.

L 10. Can you imagine a negro in that situation?

P 10. What?

L 11. Having the skill and having the knowledge. . .

P 11. Like some? I'm really not smart enough to be a . . ., to make atom bombs, you know. So I don't really feel badly that people can make atom bombs like Albert Einstein, you know, and make 3 or $400,000 a year. I know I can't do that, and so you know some people are. They can't keep their place. Why should they do the same thing I do? You know, I'm not trying to be president. I don't really mind that. I found my place. I'm a bricklayer. I guess that's what God just wanted me to be. And, ah. . ., I'm a good bricklayer, and I like laying bricks.

L 12. Do you think the negro would have the intelligence to learn to be a bricklayer?

P 12. I don't know. That doctor made it. That was really surprising, I like the way he made it. And, I don't think we should fight him. You know they have to go to college.

L 13. Oh? Well they do.

P 13. Do what?

L 14. They go to college.

P 15. Maybe one or two. But that'd be the only exception. You see white people sometimes working with garbage men, with these colored people. . .? But just one or two. . .

L 16. Well, how do you think the negroes feel about the white people?

P 16. Ah. . ., I never really thought of it. They have to like us, I guess, 'cause we're good to them, 'cause we're made that way. I guess they like it. They should 'cause we're generally nice to them, except when they get out of line.

L 17. How do you think the white people like it?

P 17. Well, I don't know. Its different in Gerogia than here. We used to give them some beer on Friday night, every once in a while. And they always liked that. And, and at Christmas, you know, we slaughter our pigs and duckling. And we always give them some jowl, maybe, or some fat. And, ah. . . they would work in our gardens. And we would give them some corn and tomatoes or something. We were good to them.

L 18. Well, didn't they mind accepting charity?

P 18. No, they would be glad to get it. They didn't have any money. None of them had a steady job.

L 19. Well, would you like to find out more about how the negro really does feel?

P 19. Well, ya, ya, I mean its really kind of interesting, you know, especially if you ever look at one of them being in back of you, and ah. . .

L 20. Well, how about some autobiographies?

P 20. What does that mean?

L 21. Well, ah. . ., a person writing about his own life, a negro writing about his own life?

P 21. Oh, you mean how they like things?

L 22. Ah, ya. . .

P 22. Well, ya. . .ya. . . I like to see how they feel. 'Cause you know, I like to see how the ones that moved into our neighborhood for instance felt, cause they knew they were going to come in there. And they knew they were going to make us all unhappy; and, they just moved in anyway. And they didn't seem to care. I'd like to see what they think about it.

L 23. OK, good! I have some right here, if you would like to take them with you. I picked these out earlier.

P 23. Ya. . .ya. . . Well, these are both written by negroes?

L 24. Yes.

P 24. I never thought they, I never knew they could write books. I can't even write books. That's really something. Are they very hard to read?

L 25. No, I don't think they are hard to read at all.

P 25. Ya. . . I read a lot of books, but they're mostly about guns and fishing and hunting.

L 26. Also, your wife might be interested in reading them too.

P 26. Ya. . . that's a thought. I never really considered her reading at all. I don't know what she does all day. She keeps a good house though. . . I mean, she keeps everything clean, and the kids are always clean. But I wonder what she does do all day. Ah. . ., you got any books she might like?

L 27. Well, ah. . ., aside from these she might like some books on negro women.

P 27. She doesn't like negro women very much.

L 28. Well, wouldn't she like to find out what she doesn't like about them?

P 28. She doesn't like them because they don't keep a clean house, and their kids are dirty. That's what she doesn't like about them. My wife, she likes a clean house and clean kids, and balanced meals. . ., and they don't even care. They just have a lot of kids and go on relief. Their fathers don't go to work or anything, and just run away. Now those kids moved into our neighborhood.

L 29. Well, ah, she,. . . do you think she would read a book?

P 29. Ya, I think she would like one on how to play cards, 'cause . . .see, when we came up there and some of the white people were still there, they could play cards. She doesn't know how you know, and ah. . . I don't think women should play cards and things, because that just isn't their place. I mean their place is to cook and clean the house, and not to just fool around playing cards all the time. But there might be something she might like to do. She said one time, about weaving rugs, you know out of pieces of cloth. But we didn't have any cloth around that she could cut, so she couldn't do that.

L 30. Well, why don't you ask her to come in. I'd be glad to talk to her.

P 30. Ya, I think I'll do that. That's a good idea.

L 31. Fine, well ah. . ., read those, and if you want to get more, or discuss them some more, please come back.

P 31. Alright, I'll do that. Thank you.

INTERVIEW III

L 1. Hello, Mr. Adams.

P 1. Hi, I didn't really come in with these books to give them back to you. But, there was something in there that made me really stop and think. It said that the negroes came over here because they were kidnapped. And, ah. . ., they really didn't want to come over here. Maybe that's why some of them aren't very happy. You know, 'cause, while I'm interested in it, I would like to see what, ah. . . Have you got anything that says, ah. . .what it felt like to be taken away and put in little tiny boats? That's just it really. I showed the guys at work, and, ah. . . about it, and about how we just went over, and we just. . . It wasn't us though. It was the Arabs that did it. They would sell them to the people. They would bring them over on the boat; and, the guys at work, they said that, ah. . ., he always wondered how they got here. I guess that's how they did it. It just doesn't seem quite right. I think we should let them all go back if they want. I mean, that's not right just to steal people like that. They just lined them up, and I don't know, they always treated them like that. Once they got over here they just kept treating them that way, and that's why we don't treat them like people, 'cause they never thought about it and neither did the guys at work.

L 2. Well, how about some books on negro history, like how the life was for the negro before they came to America? How they got here and what happened after they got here?

P 2. Ya, I think so. Can I get them? I'm getting better at reading now, and I don't skip all the hard words. I got a little dictionary at the drug store, and I can look them up. And ah. . ., my wife. . ., its really interesting. It really is!

L 3. I was also wondering if you might be interested in, some ah. . .black and white discussion groups that are going on?

P 3. What do they talk about?

L 4. Oh, problems. . .

P 4. I don't think they should get together. I don't. I think ah. . ., I think ah. . ., I don't know. I think God made us different. I think we should stay apart. If he'd made us all alike. . .

L 5. Well, when there are people who live in a community together. . .

P 5. Living together?

L 6. There are certain problems a community has, like cleaning up streets and. . .

P 6. They used to clean the streets, you know, the cleaner would come by every Tuesday morning on one side of the street, and on Wednesday on the other side. So we can't part our cars there. And then, they would come Wednesday afternoon and we couldn't park our cars there, and ah. . ., now they don't do that anymore. The streets are getting really all dirty. I was thinking too, if there were some . . ., if we had a few street lights that would help. 'Cause we needed them before. There are just a couple, one at the end of each block. I don't know. . ., it would make us all feel a lot safer, and I think it would make us look a lot better. . .

L 7. Well then, how about if I get you the information on the community discussions. I'll find out where they are, and when they are, and ah. . .

P 7. I'll talk to my wife about that, but I don't know. . . I was going to bring her in tonight, but I feel kinda uneasy about taking her out to places, and that stuff.

L 8. I'll get you that information.

P 9. Well, thanks very much.